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Bulletin 1998-2000

REGIS UNIVERSITY

REGIS UNIVERSITY

**1998 - 2000
BULLETIN**

NONDISCRIMINATION

EFFECTIVE FALL SEMESTER 1998 - SUMMER SEMESTER 2000

STATUS OF THE BULLETIN

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NONDISCRIMINATION

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JESUIT COLLEGES AND UNIVERSITIES

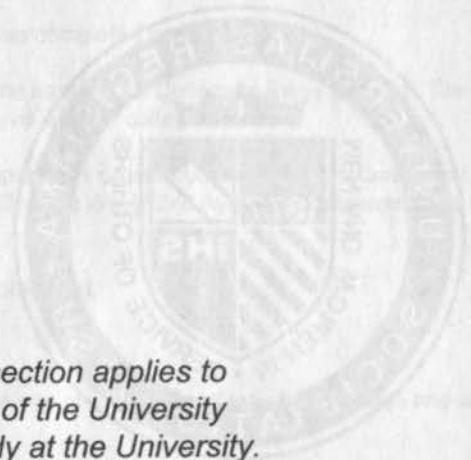
(Founding Date in Parentheses)

Alabama	Spring Hill College, Mobile (1830)
California	Santa Clara University (1851) University of San Francisco, San Francisco (1855) Loyola Marymount University, Los Angeles (1914)
Colorado	Regis University, Denver (1877)
Connecticut	Fairfield University, Fairfield (1942)
District of Columbia	Georgetown University, Washington (1789)
Illinois	Loyola University of Chicago, Chicago (1870)
Louisiana	Loyola University of New Orleans, New Orleans (1912)
Maryland	Loyola College in Maryland, Baltimore (1852)
Massachusetts	College of the Holy Cross, Worcester (1843) Boston College, Boston (1863)
Michigan	University of Detroit-Mercy, Detroit (1877)
Missouri	Saint Louis University, St. Louis (1818) Rockhurst College, Kansas City (1910)
Nebraska	Creighton University, Omaha (1878)
New Jersey	Saint Peter's College, Jersey City (1872)
New York	Fordham University, New York City (1841) Canisius College, Buffalo (1870) Le Moyne College, Syracuse (1946)
Ohio	Xavier University, Cincinnati (1831) John Carroll University, Cleveland (1886)
Pennsylvania	Saint Joseph's University, Philadelphia (1851) University of Scranton, Scranton (1888)
Washington	Gonzaga University, Spokane (1887) Seattle University, Seattle (1891)
West Virginia	Wheeling Jesuit College, Wheeling (1954)
Wisconsin	Marquette University, Milwaukee (1881)

(Seminaries and high schools are not included in this list.)

GENERAL INFORMATION

*The information contained in this section applies to
all schools, colleges and divisions of the University
and all programs and courses of study at the University.*



Ad Majorem Dei Gloriam
"For The Greater Glory of God"
The Jesuit Motto

REGIS UNIVERSITY

Regis University is a coeducational university that includes Regis College, the School for Professional Studies and the School for Health Care Professions, all conducted in the Jesuit tradition at the Lowell Campus, Denver, Colorado, and at other institutional sites in Colorado and Wyoming.



THE SEAL OF REGIS UNIVERSITY

Symbols used in the seal include the following:

- The Latin *Universitas Regisiana Societatis Jesu* translates as "Regis University of the Society of Jesus" and names the University and its sponsoring organization, the Jesuit Order.
- The crown is a symbol of the University's patron, St. John Francis Regis. The word regis in Latin means "of the King."

John Francis Regis, *Jean-François Régis* in his native language, is a Jesuit saint who lived from 1597-1640. Known as the "Father of the Poor," he was a teacher, missionary and champion of the outcast in the *Massif Central*, a mountainous district of France located east of the Alps.

- 1877 is the founding date of the University.
- The mountains are symbolic both of the Rocky Mountains and of the mountains of the *Massif Central* where St. John Francis Regis lived and worked.

- The letters *IHS* are the Greek letters *Iota, Eta, Sigma*—the first three letters of the word "Jesus." The letters *IHS* within a sunburst comprise the seal of the Society of Jesus. The Jesuit seal is found on the pediment at the front entry of Main Hall, Lowell campus.
- The alternating stripes (originally red and gold) are from the shield of the Oñaz-Loyola family. St. Ignatius Loyola, born in 1491, founded the Jesuits in 1540.
- The motto "Men And Women In Service Of Others," in Latin *Homines Ad Serviendum Aliis*, is an expression used to describe the purpose of Jesuit education: to form men and women who use their knowledge and energies in the unselfish service of others. The motto also expresses the desire of Regis' faculty and staff to be of service to students and the community.

REGIS COLLEGE CHANGE TO REGIS UNIVERSITY

Regis College adopted Regis University as its institutional name effective July 1, 1991.

The academic structure of the institution retains Regis College as the name of the unit offering the traditional undergraduate program, which offers a full range of programs in the liberal arts, sciences, business, and education. Additionally, one graduate program is offered through Regis College. The School for Professional Studies serves adult learners through a spectrum of innovative professional undergraduate and graduate degree programs (e.g., business administration and computer science undergraduate programs and Master's degree programs in management, computer information systems and liberal studies). The School for Health Care Professions offers undergraduate programs in nursing, health information management, health care administration and medical imaging management. Graduate programs are offered in nursing and physical therapy.

Regis currently serves students in both graduate and undergraduate programs through three academic units at seven campuses in locations ranging from Cheyenne, Wyoming, to Colorado Springs, Colorado.

REGIS UNIVERSITY HISTORICAL HIGHLIGHTS

- 1877 Regis University, then known as Las Vegas College, was established in Las Vegas, New Mexico.
- 1884 A second venture, known as Sacred Heart College, was started at Morrison, Colorado, while the Las Vegas College continued to operate in Las Vegas, New Mexico.
- 1887 Las Vegas College and Sacred Heart College at Morrison, Colorado, were combined and moved to the newly completed Main Hall in Denver, Colorado, where the joint operation was known as the College of the Sacred Heart.
- 1888 Classes began with 75 students on September 5.
- 1889 The College was empowered to confer university and college degrees by an Act of the State Legislature of Colorado on April 1.
- 1890 Ten degrees were awarded.
- 1911 The gymnasium, now known as the Robert J. O'Sullivan Center, was completed behind Main Hall.
- 1921 On April 19, the Articles of Incorporation were amended to change the name of the College to Regis College. The North Central Association of Colleges and Schools granted accreditation as a junior college.
- 1922 Regis purchased an additional 40 acres of land, extending the campus to its present boundaries of Federal and Lowell Boulevards on the east and west, Regis Boulevard (formerly West 50th) and West 52nd Avenues on the south and north, totaling 90 acres.
- 1923 Carroll Hall student residence and an addition to Main Hall were completed.
- 1924 Lay members joined the Jesuits on the faculty of Regis College.
- 1937 Regis Men's Club was created as a lay board to advise Jesuit Trustees on publicity, advertising, facilities and alumni relations.
- 1944 The dramatic effect of World War II on enrollment was shown when Regis graduated three students.
- 1945 Coeducational evening classes were established.
- 1949 The building which now houses the St. John Francis Regis Chapel was completed.
- 1951 Loyola Hall, main classroom building, was completed.
- 1952 Regis received accreditation from the North Central Association of Colleges and Schools to grant four-year degrees.
- 1956 The first female faculty member was hired.
- 1957 Regis had its first graduating class of more than 100 students. O'Connell Hall student residence and the Student Center were completed. Renovation of other major campus buildings, extensive renovation of campus facilities and re-landscaping were completed.
- 1958 The *Civis Princeps* award was created to recognize outstanding citizens of Colorado.
- 1960 The Regis College Field House was completed.
- 1963 The Student Center was substantially enlarged.
- 1964 DeSmet Hall student residence was completed.
- 1966 A \$2.2 million capital fund-raising campaign was completed and the Science Building and Dayton Memorial Library (built with a grant from Mrs. Elizabeth Dayton) were completed.

- 1968 The status of Regis College was changed to that of a coeducational institution, effective September 1.
- 1972 West Hall student residence was completed. David M. Clarke, S.J., became the 22nd President of Regis College and the first President to hold office by virtue of a vote of the Board of Trustees, rather than by appointment by the Provincial and approval by the Trustees.
- 1973 The American Association of University Professors was voted as the collective bargaining agent for the Regis College undergraduate faculty.
- 1974 The United States Army Medical Equipment and Optical School program was established.
- 1975 Carroll Hall was renovated and became the residence for the Regis Jesuit community.
- 1977 Centennial Year. Regis Career Education Program (RECEP), the first accelerated undergraduate program for adults, began in Colorado Springs, Colorado at the request of Fort Carson.
- 1978 The President's Council was established. MBA (Master of Business Administration) was established as the first graduate program.
- 1979 The High School and College became separate corporations under separate leadership. The Regis Career Education Program II (RECEP II) program was established in Denver.
- 1980 The \$5 million Campaign for Commitment was completed.
- 1982 The old gymnasium was renovated and dedicated as Robert J. O'Sullivan Center to house the Regis College Theater and offices for RECEP II. The Master of Arts in Adult Christian Community Development (MAACCD) program was established.
- 1983 An administrative reorganization was carried out: four Vice Presidents directly under the President; Academic Dean for Campus Programs and Academic Dean for Career Programs directly under the Academic Vice President. The Southeast campus was established. It is now located at Harlequin Plaza in Englewood, Colorado.
- 1984 The campus at Sterling, Colorado, was established.
- 1986 The campus at Loveland, Colorado, was established.
- 1987 The Coors Life Directions Center, built with a grant from the Adolph Coors Foundation, was completed.
- 1988 Regis assumed responsibility for Loretto Heights College and campus and moved Nursing and University Without Walls programs from the Loretto Heights campus to the Lowell campus.
- 1989 The College completed the \$15 million "Commitment to the Future" development program by raising \$16.5 million. The Boulder, Colorado campus was established.
- 1990 The Wyoming campuses at Cheyenne and Gillette were established. Regis Jesuit High School moved to Parker and Arapahoe Roads in southeast Denver and the College purchased and occupied the High School buildings and grounds.
- 1991 On July 1, Regis College became Regis University with three constituent schools: Regis College, the School for Professional Studies and the School for Health Care Professions.
- 1992 The Board of Trustees named Michael J. Sheeran, S.J., President of Regis University and David M. Clarke, S.J., Chancellor. Through a cooperative agreement with Colorado Mountain College, campuses were established in Glenwood Springs, Colorado and Steamboat Springs, Colorado.
- 1993 Michael J. Sheeran, S.J., was inaugurated as the 23rd President of Regis University. On August 12, Pope John Paul II and United States President Bill Clinton met in the President's Dining Room in Carroll Hall. Regis University School for Professional Studies introduced an accelerated bachelor's degree completion program in business administration through Mind Extension University (the Education Network), a subsidiary of Jones Education Networks, Inc. Regis College English faculty member, Joanne Karpinski, received a Fulbright Professorship to teach at Moscow University.

- 1994 Regis College Chemistry faculty member, Surendra Mahapatro, received a Fulbright Professorship to teach in Belize, South America.
- 1995 School for Professional Studies faculty member, Matjaz Bren, received a Fulbright Professorship to teach in Slovenia.
- 1996 Four Nobel Peace Prize winners agreed to speak at Regis in conjunction with the PeaceJam Conferences.
- 1997 The campus at Fort Collins, Colorado, was established to serve Northern Colorado more effectively.
- 1998 School for Professional Studies faculty member, Jonathan Hochberg, received a Fulbright Professorship to teach in Araguay.
- 1998 The Board of Trustees approved internal restructuring that created the position of Provost and Vice President for Academic Affairs.

In 1997, the Board of Trustees established the Commission on the Future of Regis University. The Commission was charged with the task of reviewing the university's mission, vision, and strategic plan, and recommending changes to the Board of Trustees. The Commission's report, "The Future of Regis University," was presented to the Board of Trustees in 1998. The report recommended several changes to the university's mission, vision, and strategic plan, including the creation of a new School for Professional Studies, the establishment of a new campus at Fort Collins, Colorado, and the restructuring of the university's internal organization. The Board of Trustees approved the Commission's recommendations in 1998.

THE MISSION OF THE UNIVERSITY

Regis University is a Catholic university committed to the education and formation of students in the liberal arts and sciences. The university's mission is to provide a quality education that is rooted in the Catholic faith and that prepares students for careers and for life. The university's vision is to be a leading university in the Midwest, known for its commitment to the Catholic faith and its commitment to the education and formation of students. The university's strategic plan is to achieve this vision by providing a quality education that is rooted in the Catholic faith and that prepares students for careers and for life.

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HISTORY OF REGIS UNIVERSITY

In 1540, when Ignatius Loyola founded the Society of Jesus—a community of companions and scholars resolved to serve their fellow men—a guiding principle of the Society was that it would meet the needs of its age and would “form leaders who would carry forth into their personal and professional lives a mission of service to others.” For four centuries, the Jesuit fathers have been perfecting an educational tradition of academic excellence, values-centered education and service to the community.

The Society of Jesus (Jesuits) is an international Roman Catholic religious order of priests and brothers known for its missionary and educational work. The Jesuit education network extends to more than 2,000 institutions of various types and levels, including 177 universities and 356 high schools. Ten thousand Jesuits and nearly 100,000 lay people provide education for more than 1,800,000 students in 56 countries around the world (Jesuits work in 113 countries). In the United States there are 46 Jesuit high schools and 28 Jesuit colleges and universities.

Regis University has continued the Jesuit tradition since 1877, when a band of Jesuit missionaries from Naples, Italy, carved out a college on the edge of the desert in New Mexico, and named it Las Vegas College.

In 1884, Bishop Joseph P. Machebeuf of the Diocese of Denver, eager to have a respected school for boys in Colorado, persuaded the Jesuits to relocate their New Mexico college to Morrison, Colorado, where it was renamed The College of the Sacred Heart. In 1888, when the Morrison site proved too remote, Dominic Pantanella, S.J., the first president, moved the College to its present location in northwest Denver where it included the College and an associated Jesuit high school.

Through a 1888 act of the Colorado state legislature, the College was empowered to confer college degrees, and the first graduation exercises were in 1890. In 1917, the College established a four-year curriculum separate from the high school and, in 1921, the high school and College were renamed “Regis” in honor of St. John Francis Regis, in the 18th century Jesuit missionary from the mountains of France.

Main Hall, built in 1887, was the only building on the campus until expansion began in 1911 with the addition of the gymnasium (Robert J. O’Sullivan Center). Today, the Regis University Lowell campus is comprised of 15 buildings on 90 acres.

Regis was initially accredited by the North Central Association of Colleges and Schools (NCA) in 1922. In 1952, Regis was accredited by the NCA as a four-year, degree-granting college. Student enrollment has increased steadily, with a large expansion coming immediately after World War II as a result of the G.I. Bill. Recognizing the need for educating men and women together, the College

became a coeducational institution in 1968. In 1979, because of the expanding needs of high school and college education, Regis Jesuit High School and Regis College became independent institutions.

In 1977, Regis College began to offer selected programs to adult learners through classes at Fort Carson and Peterson Field and in temporary facilities at St. Mary’s High School in Colorado Springs, Colorado. Since that time, Career Programs (currently named School for Professional Studies) has expanded to include master’s degree programs in Community Leadership, Business Administration, Computer Information Systems, Liberal Studies, Management and Nonprofit Management as well as a wide choice of undergraduate majors, offered at several campus and off-campus locations. In 1981, Regis acquired a permanent location to house its Colorado Springs programs.

In 1981, the Board of Trustees established “The National Commission on the Future of Regis College” to examine the College’s purposes and develop a plan for its future needs. Drawing upon the expertise of 172 distinguished corporate, civic, religious and educational leaders from across the nation, the nine Task Forces of the National Commission studied and analyzed the major issues facing the College and suggested logical priorities the College might consider as appropriate steps in achieving its future objectives. The National Commission offered 257 recommendations, which outlined for the Board of Trustees an imaginative and vigorous vision of Regis. The result was the development, implementation and successful completion of the College’s largest fund-raising effort in history—the \$15 million “Commitment to the Future.”

The Commitment to the Future was a key element in assuring the future success of Regis University. In addition to that major effort, the University is fortunate to include among its resources the funds contributed by individuals, corporations and foundations in general support of the University and in support of specific programs.

In 1988, Health Care Programs were established at Regis University when Regis acquired Loretto Heights College. Three years later (1991), the Health Care Programs became the School for Health Care Professions.

THE MISSION OF THE UNIVERSITY

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide values-centered undergraduate and graduate education, as well as to strengthen our commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment

conducive to effective teaching, learning and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

EDUCATIONAL GOALS

Based on hope in the goodness of human life and responding in solidarity with Jesus Christ, "Who came to serve, not be served," we seek to:

1. Provide our students with an excellent education in which they develop the ability to think critically, perceive comprehensively and perform competently.
2. Offer a liberal education in the arts and sciences that develops talent and abilities, promotes awareness of career alternatives and provides the practical skills necessary to pursue such careers. We believe that recognizing the continuum between conceptual rigor and practical application enables our students to adapt to new situations throughout life.
3. Examine the dominant values that constitute society. We provide our students with the experience and understanding necessary for establishing their own framework of values within which they can make moral judgments and personal choices. In this way, we help empower students to make a positive impact on a changing society.
4. Investigate the theories, methods and data of academic disciplines, as well as their underlying assumptions and values.
5. Promote an atmosphere of personal concern for each student. This includes conscientious advising, substantial interaction between faculty and students, and close attention to each individual's personal intellectual growth.
6. Concentrate our limited resources as a private and independent institution on select areas and extend these resources by forming partnerships with other organizations. In this way the University attempts to be innovative, both educationally and technologically.

7. Motivate students, faculty and staff to put their wisdom, skills and knowledge at the service of humanity.
8. Expand the presence and influence of the Jesuit vision and values, which are derived from the Ignatian, Catholic and United States traditions of education.

REGIS UNIVERSITY BEHAVIORAL GOALS

1. Provide quality education through thoughtful personal service and effective operations to optimize student satisfaction with the Regis University experience.
2. Maintain the highest ethical relationships with students, employees, suppliers and other educational institutions, especially those with which we compete.
3. Strengthen our financial base to assure the continuing health of the University so that it can serve educational needs in the future.
4. Continue to develop and maintain a talented and committed Board of Trustees, faculty and management team dedicated to the Regis mission.
5. Acknowledge exceptional contributions, assure fair and equitable rewards and provide opportunities for self-expression and growth among Regis personnel.
6. Fulfill our obligations to the society we serve by constantly developing improved systems, policies and procedures, which assure our increased effectiveness in educating students in the Jesuit tradition.
7. Practice what we teach in our relationships with faculty, students and staff; in our service to the community; and in our service to the Church and to other recognized religious traditions.
8. Promote through thought and action our commitment to the wider community in the areas of lifelong learning and service to those in need.

These goals are designed to nurture the ability to exercise leadership and adapt to new circumstances for students in Regis College, School for Professional Studies, and School for Health Care Professions programs. To this end, we specifically emphasize the following areas:

With respect to educational content:

1. Proficiency in reading, writing and speaking.
2. Informed and critical familiarity with major areas of knowledge.
3. Ability to think critically, analytically and quantitatively.

4. Detailed understanding of at least one academic discipline.
5. Practical and marketable skills necessary to function effectively in society.
6. Knowledge and evaluation of the history, functions and operations of institutions in United States society.
7. Ability to evaluate international issues in historical, social and political contexts.
8. Knowledge of the traditions that have formed contemporary culture.
9. Skill in using libraries and other organized systems of information.

With respect to educational programs:

Regis University provides an undergraduate liberal arts program, as well as focused graduate programs, within a selected number of areas in which students may specialize.

The criteria for developing new areas are:

1. The University already has well-developed resources and expertise.
2. The University can feasibly develop resources and expertise; there is a reasonable expectation that student interest and career opportunities exist; and, such areas are consistent with the mission of the University.

With respect to personal characteristics:

Students are encouraged to develop a realistic sense of personal worth and a positive personal philosophy of life based upon:

1. Self-esteem and self-discipline;
2. Compassionate and respectful human relationships;
3. Commitment to community service and the improvement of social institutions; and
4. Dedication to lifelong learning.

ACCREDITATION AND AFFILIATIONS

Regis University is accredited by the North Central Association of Colleges and Secondary Schools (NCA). For any additional information regarding the Regis NCA accreditation status--address and phone/fax numbers for NCA follow:

30 North LaSalle Street; Suite 2400
Chicago, IL 60602-2504
(312) 263-0456
(800) 621-7440
(312) 263-7462 fax

The Health Information Management Program in the School for Health Care Professions is accredited by the Commission on Accreditation of Allied Health Education Programs. The programs in the Department of Nursing in the School for Health Care Professions are accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006. The Physical Therapy Program in the School for Health Care Professions is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Regis University holds membership in the Association of American Colleges, American Council on Education, National Catholic Education Association, Association of Jesuit Colleges and Universities, American Association of Colleges for Teacher Education, Associated Colleges of Colorado, Council of Independent Colleges, National Association of College and University Summer Sessions, and the National University Continuing Education Association. Regis University is a full member of the Association of Graduate Liberal Studies Programs (AGLSP).

The University is approved by the Colorado and Wyoming State Departments of Education for preparing students for State Teacher's Licensure in early childhood, elementary, middle and secondary levels, special education and English as a Second Language.

The University is authorized under Federal law to enroll nonimmigrant alien students.

These accreditations and authorizations are intended to enable a student to obtain professional recognition of the degree he or she receives from Regis University and its acceptability when applying for admission to graduate schools.

In addition to the above affiliations, the University is represented in numerous professional and academic societies through individual memberships held by its faculty and administrators.

The accreditation, approvals and certification of the University are based upon the University's status at the time of printing of this *Bulletin*. Accreditation, approvals and certifications are subject to review and modification from time to time.

THREE ACADEMIC AREAS

Regis University is comprised of three separate academic units—Regis College, the School for Professional Studies and the School for Health Care Professions.

- Regis College offers a full range of undergraduate programs in the liberal arts, sciences, business, and education, and a Master of Arts in Education.
- The School for Professional Studies offers undergraduate and graduate programs for the working adult at multiple campuses across Colorado and Wyoming, as well as programs for learning at a distance. Undergraduate programs offer a wide choice of majors through accelerated classroom-based education, guided independent study, credit for prior learning, and video/televised learning. Graduate programs offer six master's degrees, with twenty-one (21) areas of emphasis. These degrees are delivered via traditional and accelerated classroom formats at multiple campuses; via guided independent study; video and internet. Graduate degrees include Master of Arts in Community Leadership (MACL), Master of Arts in Liberal Studies (MALS), Master of Business Administration (MBA), Master of Nonprofit Management (MNM), Master of Science in Computer Information Systems (MSCIS), and the Master of Science in Management (MSM). An External MBA program utilizes multi-media, state of the art materials.
- The School for Health Care Professions includes the Undergraduate Program in Nursing with the traditional nursing option, the accelerated nursing option and the RN-to-BSN (Bachelor of Science in Nursing) degree completion option, which is taught on campus and on-site at area hospitals; the Health Care Administration Program; the Health Information Management Program; and the Medical Imaging Management Program. The School also offers a graduate program in nursing with nursing administration, perinatal nurse practitioner (PNNP) and family nurse practitioner (FNP) emphases, and a graduate program in physical therapy.

DEGREE AND CERTIFICATE REQUIREMENTS

Degree and certificate requirements for each program are listed in the appropriate section of the *Bulletin*, according to the academic area offering the degree or certificate (i.e., Regis College, the School for Professional Studies, the School for Health Care Professions). Regis College programs of study are listed by academic department. The School for Professional Studies degrees and certificates are listed by the academic program offering the program of study. The School for Health Care Professions programs are listed in that school's section. Students should refer to

the appropriate academic section of the *Bulletin* for details regarding specific requirements and academic information.

UNIVERSITY SITES

Regis University serves more than 10,000 students in both graduate and undergraduate programs through three academic units. Programs are offered at the main Lowell campus in North Denver, as well as at sites in Boulder, Colorado Springs, Fort Collins, Southeast Denver, Glenwood Springs and at Cheyenne, Wyoming.

LOWELL CAMPUS

The Adult Learning Center

The Adult Learning Center houses offices and classrooms, as well as an auditorium, for the School for Professional Studies and other adult education programs.

Carroll Hall

This building includes administrative and faculty offices, laboratories (computing, physical therapy and nursing), and several meeting rooms. Administrative offices include the academic computing center.

Regis College departments/offices housed in Carroll Hall include accounting, business division, Freshmen Commitment Program, economics, education, English, modern and classical languages, history, political science, philosophy, physical education, Master of Arts in Education, and the Honors Program.

The School for Health Care Professions is located on the third and fourth floors with the office of the Academic Dean, all program faculty, and nursing and physical therapy laboratories.

Coors Life Directions Center

This building was constructed in 1987 and houses the offices of Career Services and Personal Counseling, as well as the Fitness Program and the Health Center.

The Field House

The Regis Field House offers modern facilities for the University's intramural and intercollegiate sports programs. It includes an indoor swimming pool, a 3,000-seat gymnasium, handball courts, steam room and weight room, all available to students. Six tennis courts, plus the baseball, intramural and soccer fields are located nearby.

Libraries

The libraries provide the Regis community with significant resources for research, areas for study and professional staff for assistance.

The libraries include Dayton Memorial Library on the Lowell campus and the Colorado Springs Library. Library services also extend to the Southeast campus in Denver under a cooperative agreement with the Koelbel Library.

Dayton Memorial Library has been completely renovated and expanded, and is one of the first libraries in North America to provide network ports at every place a student studies for ease of access to Regis Net and the Internet.

The Regis collections contain more than 280,000 volumes. Some 2,100 periodicals are received. Regis is a depository for federal government documents and offers a growing collection of audio-visual materials. The Fr. William E. Becker, S.J., Art History Slide Collection includes over 85,000 items. The archives of Regis University and Loretto Heights College offer unique historical resources for research. Regis University houses the archives of the American Academy of Religion and the Society of Biblical Research. The collection of rare and antiquarian volumes also includes illuminated manuscripts from the thirteenth and fifteenth centuries.

Regis University uses the CARL on-line system, which links the Regis libraries to the major academic libraries in Colorado, and provides access to more than 25 million volumes, as well as over 160 databases and delivery services. The Regis on-line catalog may be tapped by home computer. The Dayton Memorial Library also provides access to the Internet.

As a member of the On-line Computer Library Center (OCLC), a national computerized network, the library has access to the resources of more than 3,000 member libraries. Materials not available on Regis campuses may be secured through the libraries' efficient inter-library loan services.

Regis was one of the first libraries in the nation to implement videodisc technology; the collection of CD-ROMs numbers over 300. The reference staff also provides computerized literature searches in more than 500 specialized data bases.

The libraries are increasingly known for their teaching. The reference librarians are frequently in the classrooms lecturing on research skills. Regis is committed to honing the skills of library research as an essential to lifelong learning.

Loyola Hall

Loyola Hall contains many classrooms and faculty and administrative offices including the Office of the Academic Dean for Regis College and the Writing Center.

Communication arts, criminal justice, experiential education, forensics, religious studies, sociology, and Summer School offices are also located here. Other classrooms are located in the Science Building, the Field House, Main Hall and the Adult Learning Center.

Main Hall

Main Hall, constructed in 1887 as the College's first building, stands as the landmark of the University and houses many of the administrative offices, several classrooms and the Fine Arts Department (Regis College).

Robert J. O'Sullivan Center

In 1982, this venerable facility was renamed in honor of a Jesuit professor. It houses the O'Sullivan Arts Center and the Office of the University Registrar.

St. John Francis Regis Chapel

Rededicated in 1991, the Chapel is operated by Campus Ministry and serves the entire University community.

Residence Halls

Regis University offers three modern residence halls—O'Connell, DeSmet and West. A residence director lives in each residence hall. Lounge and laundry facilities are found in each residence. Each residence hall is represented on the Student Council's General Assembly.

The Science Building

The Science Building houses the physics, psychology, mathematics, biology, computer science and chemistry departments. The University's well-known seismology unit is also located there. A lecture amphitheater, used jointly by the science departments, is a special feature of the building's design and utility. Each department has its own laboratories, faculty offices and private faculty research facilities.

The Student Center

The Student Center, as the name implies, is the center of campus activities. It houses the Office of the Vice President for Mission and Student Development, student government, and the student dining and lounge facilities. The University Bookstore, faculty/staff dining room, snack bar and game room are also located in the Center.

REGIS UNIVERSITY ACADEMIC CALENDAR

1998 - 1999 ACADEMIC YEAR

The following is a list of start/end dates for each academic period by calendar type and by program. Academic period parameter dates as well as actual dates that classes begin/end and add/drop end dates for each program are specified. The identifying codes for programs utilized in the academic calendars are in parentheses and follow the program name.

The academic calendar represents the University's best judgment and projection of the course of conduct of the University during the periods addressed therein. It is subject to change due to forces beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.

SEMESTER

ACADEMIC PERIOD	Start Date	End Date
Fall 1998	08-31-98	12-20-98
Spring 1999	01-04-99	05-09-99
Summer 1999	05-03-99	08-29-99

Master of Arts in Liberal Studies (MLS)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-12-98	09-14-98
Spring 1999	01-04-99	04-25-99	01-24-99
Summer 1999	05-03-99	08-22-99	05-24-99

Master of Arts in Education (MAE)	Classes Begin	Classes End	Add/Drop End
Master of Science in Nursing (MSN)	Classes Begin	Classes End	Add/Drop End
Master of Science in Physical Therapy (PT)	Classes Begin	Classes End	Add/Drop End
Regis College Summer School Administration (SSAD)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-20-98	09-08-98
Spring 1999	01-19-99	05-09-99	01-27-99
Summer 1999 (MWL/SSAD only)	05-10-99	08-29-99	05-19-99

Master of Business Administration (MBA)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-12-98	09-14-98
Spring 1999	01-04-99	04-25-99	01-24-99

Regis College Traditional Undergraduate (TRAD)	Classes Begin	Classes End	Add/Drop End
Regis Jesuit High School	Classes Begin	Classes End	Add/Drop End
Traditional Nursing Undergraduate (TRAD)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-18-98	09-09-98
Spring 1999	01-19-99	05-08-99	01-27-99

SPS Undergraduate Program:	Classes Begin	Classes End	Add/Drop End
Guided Independent Study (GIS)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-20-98	09-14-98
Spring 1999	01-04-99	04-25-99	01-24-99
Summer 1999	05-03-99	08-22-99	05-24-99

13 WEEK

ACADEMIC PERIOD	Start Date	End Date
Summer 1999	05-10-99	08-08-99

Master of Business Administration (MBA)	Classes Begin	Classes End	Add/Drop End
Master of Science in Physical Therapy (PT)	Classes Begin	Classes End	Add/Drop End
Summer 1999	05-10-99	08-08-99	05-24-99

10 WEEK

ACADEMIC PERIOD	Start Date	End Date
10W1-Fall 1998	07-27-98	10-04-98
10W2-Fall 1998	10-05-98	12-13-98
10W1-Spring 1999	12-28-98	03-07-99
10W2-Spring 1999	03-08-99	05-16-99

Health Care Administration (HCA)

Health Information Management (HIM)

Master of Science in Nursing (MSN)

Medical Imaging Management (MIM)

RN-to-BSN Degree Completion (RN/BSN) (Weekend)

	Classes Begin	Classes End	Add/Drop End
10W1-Fall 1998	07-27-98	10-04-98	08-07-98
10W2-Fall 1998	10-05-98	12-13-98	10-16-98
10W1-Spring 1999	12-28-98	03-07-99	01-08-99
10W2-Spring 1999	03-08-99	05-16-99	03-19-99

8 WEEK

ACADEMIC PERIOD	Start Date	End Date
8W1-Fall 1998	08-31-98	10-25-98
8W2-Fall 1998	10-26-98	12-20-98
8W1-Spring 1999	01-04-99	02-28-99
8W2-Spring 1999	03-01-99	04-25-99
8W1-Summer 1999	05-03-99	06-27-99
8W2-Summer 1999	06-28-99	08-22-99

Master of Arts in Liberal Studies (MALS)

Master of Business Administration (MBA)

Master of Nonprofit Management (MNM)

Master of Science in Computer Information Systems (MSCIS)

Master of Science in Management (MSM)

	Classes Begin	Classes End	Add/Drop End
8W1-Fall 1998	08-31-98	10-16-98	09-07-98
8W2-Fall 1998	10-26-98	12-12-98	11-02-98
8W1-Spring 1999	01-04-99	02-21-99	01-11-99
8W2-Spring 1999	03-01-99	04-18-99	03-08-99
8W1-Summer 1999	05-03-99	06-20-99	05-10-99
8W2-Summer 1999	06-28-99	08-15-99	07-05-99

Regis Televised Learning (RTL)

Master of Business Administration External (MBAE)

	Classes Begin	Classes End	Add/Drop End
8W1-Fall 1998	08-31-98	10-25-98	09-14-98
8W2-Fall 1998	10-26-98	12-20-98	11-09-98
8W1-Spring 1999	01-04-99	02-28-99	01-19-99
8W2-Spring 1999	03-01-99	04-25-99	03-15-99
8W1-Summer 1999	05-03-99	06-27-99	05-17-99
8W2-Summer 1999	06-28-99	08-22-99	07-12-99

RN-to-BSN Degree Completion (RN/BSN) (Evening)**SPS Undergraduate Program:**

Colorado Springs (R1)

Corporate Education Services (OS)

Denver (R2)

Guided Independent Study (GIS)

Wyoming (RW)

	Classes Begin	Classes End	Add/Drop End
8W1-Fall 1998	08-31-98	10-25-98	09-08-98
8W2-Fall 1998	10-26-98	12-20-98	11-02-98
8W1-Spring 1999	01-04-99	02-28-99	01-11-99
8W2-Spring 1999	03-01-99	04-25-99	03-08-99
8W1-Summer 1999	05-03-99	06-27-99	05-10-99
8W2-Summer 1999	06-28-99	08-22-99	07-05-99

5 WEEK

ACADEMIC PERIOD	Start Date	End Date
5W1-Fall 1998	08-31-98	10-04-98
5W2-Fall 1998	10-05-98	11-08-98
5W3-Fall 1998	11-09-98	12-13-98
5W1-Spring 1999	01-04-99	02-07-99
5W2-Spring 1999	02-08-99	03-14-99
5W3-Spring 1999	03-15-99	04-18-99
5W1-Summer 1999	05-03-99	06-06-99
5W2-Summer 1999	06-07-99	07-11-99
5W3-Summer 1999	07-12-99	08-15-99

Master of Business Administration (MBA)**SPS Undergraduate Program:**

Colorado Springs (R1)*

Corporate Education Services (CE)

Denver (R2)

Wyoming (RW)

	Classes Begin	Classes End	Add/Drop End
5W1-Fall 1998	08-31-98	10-04-98	09-07-98
5W2-Fall 1998	10-05-98	11-08-98	10-12-98
5W3-Fall 1998	11-09-98	12-13-98	11-16-98
5W1-Spring 1999	01-04-99	02-07-99	01-11-99
5W2-Spring 1999	02-08-99	03-14-99	02-15-99
5W3-Spring 1999	03-15-99	04-18-99	03-22-99
5W1-Summer 1999	05-03-99	06-06-99	05-10-99
5W2-Summer 1999	06-07-99	07-11-99	06-14-99
5W3-Summer 1999	07-12-99	08-15-99	07-19-99

*Spring and Summer only

REGIS COLLEGE SUMMER SCHOOL**Regis College Summer School (SS)***

	Classes Begin	Classes End	Add/Drop End
1W1 - Summer 1999	05-10-99	05-14-99	05-10-99
1W2 - Summer 1999	06-14-99	06-18-99	06-14-99
1W3 - Summer 1999	06-21-99	06-25-99	06-21-99
2W1 - Summer 1999	05-17-99	05-28-99	05-18-99
2W2 - Summer 1999	06-07-99	06-18-99	06-08-99
2W3 - Summer 1999	08-11-99	08-25-99	08-12-99
3W1 - Summer 1999	05-17-99	06-04-99	05-19-99
3W2 - Summer 1999	06-07-99	06-25-99	06-09-99

*Former calendar types (SSA, SSB, and SSC) have been discontinued.
These "other subsession" dates reflect overall summer parameters for the program.

OTHER SUBSESSIONS*

Accelerated Nursing (ACN)	Classes Begin	Classes End	Drop/Add End
Spring 1999	01-04-99	03-28-99	01-11-99
	03-29-99	06-20-99	04-05-99
Summer 1999	06-28-99	09-19-99	07-05-99
	09-20-99	12-12-99	09-27-99
Biblical School Unspecified (THU)	Classes Begin	Classes End	Add/Drop End
Fall 1998	09-14-98	11-19-98	**
Spring 1999	11-30-98	02-25-99	**
Summer 1999	03-08-99	05-20-99	**
Health Care Administration (HCA)			
Health Information Management (HIM)			
Master of Science in Nursing (MSN)			
Medical Imaging Management (MIM)			
RN-BSN Weekend (RN)	Classes Begin	Classes End	Add/Drop End
Summer 1999	05-24-99	07-18-99	05-31-99
Master of Arts in Community Leadership (MACL)	Classes Begin	Classes End	Add/Drop End
Spring 1999	01-04-99	05-16-99	01-24-99
Summer 1999	06-21-99	12-12-99	06-28-99
Master of Arts in Education (MAE)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-14-98	**
Spring 1999	01-11-99	05-28-99	**
Summer 1999	06-07-99	08-14-99	**
Nursing Externship (NEX)	Classes Begin	Classes End	Add/Drop End
Summer 1999	05-30-99	07-24-99	06-07-99
SPS Undergraduate Program:			
Colorado Springs (R1)			
Glenwood Springs (R2)			
Wyoming (RW)	Classes Begin	Classes End	Add/Drop End
Fall 1998	08-31-98	12-20-98	09-14-98
Spring 1999	01-04-99	04-25-99	01-18-99
Summer 1999	05-03-99	08-22-99	05-18-99

* Classes Begin/End dates for OTHER subsessions are term parameter dates only. Individual subsession dates may be requested as needed. The Add/Drop End dates are for the first subsession per term.

** Classes Begin/End and Drop dates are either not applicable or are managed by the respective auxiliary program.

STUDENT LIFE

MISSION STATEMENT

In keeping with the Mission of the University, its education goals and assumptions, the Division of Student Life strives to support the growth and development of Regis students through the following:

- The Jesuit tradition of *cura personalis*, the care and concern for the individual human person.
- An effort to integrate development of the whole person--spiritually, personally, socially, physically, intellectually and vocationally.
- Programs that develop leadership skills and encourage students to assume positions of significant responsibility.
- Promotion of an academic atmosphere in all student activities and services.
- Encouragement of students to exercise their freedom and judgment while respecting the rights and needs of the campus community.
- Activities that promote service to others on and off campus.
- Activities and services that maximize the opportunities for students to understand themselves and to grow and develop to their fullest potential.

To these ends, the University provides the following departments and programs to serve its students.

SCOPE OF SERVICE

The service information provided in this section applies to all University students with the following exceptions: Counseling Services, Health Service, Student Activities, Residence Life and Athletics. These services, as described, are available for Regis College undergraduate students and the School for Health Care Professions traditional option undergraduate Nursing students. Services subject to modification or termination at any time as determined necessary by the University to meet its mission or address financial concerns.

OFFICE OF THE VICE PRESIDENT FOR MISSION AND STUDENT DEVELOPMENT

The administrative responsibility for the supervision and coordination of the Student Life areas and staff rests with

the Vice President for Mission and Student Development. These areas include Athletics, Student Activities, Campus Ministry, Campus Security, Conferences, Career Services, Health Service, Life Directions/Wellness Program, Personal Counseling, Residence Life and a liaison relationship with Marriott Food Service. The Vice President for Mission and Student Development is also responsible for implementing the student discipline program. The Student Life Office is located on the second floor of the Student Center, Room 223.

ATHLETICS

The Athletic Department at Regis University offers a wide variety of intercollegiate and club sport programs. The Athletic Office is responsible for assigning use of all indoor and outdoor facilities, as well as scheduling all intercollegiate, intramural, recreational and special events.

The University's intercollegiate teams are nicknamed the "Rangers." In men's sports, Regis competes in soccer, basketball, baseball, cross country, golf, and lacrosse. The men's teams compete in the Rocky Mountain Athletic Conference (NCAA Division II), and hold a membership in the Rocky Mountain Intercollegiate Golf Association. The women's intercollegiate teams also compete in the Rocky Mountain Athletic Conference (NCAA Division II), in volleyball, softball, soccer, basketball and cross country.

The Athletic Office is open 8:30 a.m. to 4:30 p.m. each weekday, and is located on the second floor of the Field House.

INTRAMURAL ATHLETICS

Typically over seventy-five percent of the Regis College students participate in a wide variety of intramural activities. Regis offers team sports, such as men's and women's flag football; coed volleyball; men's basketball; coed floor hockey; and men's, women's and coed softball. The intramural program also includes several tournaments, such as doubles volleyball, bowling and 3-on-3 basketball. Intramurals are supervised by the Director of Student Activities, and are organized and officiated by student Commissioners. All Regis College sophomores, juniors and seniors are invited to apply for Commissioner positions each April.

STUDENT ACTIVITIES

Student Activities is located on the second floor of the Student Center and is responsible for advising the Regis Student Executive Board, General Assembly, and Clubs and Organizations. It also handles all special events including Parents' Weekend, Orientation and campus programming efforts such as Ranger Day. Posting approval is done through this office, as well as event organization for anyone

wanting to do an on- or off-campus event sponsored by a Regis club or organization. Intramural sports is also housed in this office.

RESIDENCE LIFE

The office is responsible for all aspects of the residential program including selection and training of residential staff, room assignments, room changes, discipline, damage repairs and the ELS (English Language School) program. All inquiries regarding these areas should be made to the Residence Life Office, which is located in the Student Center, Room 216.

Each residence hall is staffed by a Residence Director, Resident Assistants, Hall Council, Resident Chaplain and Peer Ministers. The residence hall staff works to insure and promote the quality of community life in the hall through education programming, career development, social activities and advising. Campus housing is available to Regis College undergraduate and School for Health Care Professions Traditional nursing option students.

CAMPUS MINISTRY

As a Jesuit institution, Regis University is concerned with creating an atmosphere that enhances spiritual growth and a Judeo-Christian response to life situations. A full-time Campus Ministry staff has primary responsibility for developing programs that foster a deeper faith awareness within the total Regis community, and for translating this individual and communal faith into action and witness. Campus Ministry provides the following services: daily and Sunday celebration of the Eucharist, availability of the Sacraments, ecumenical opportunities for prayer and faith development, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. The Campus Ministry staff and Jesuit community are available to the entire University community.

CAREER SERVICES

Career Services provides an avenue for students to investigate the world of work, and provides the following specific services:

1. Assists students in identifying their skills, interests and abilities in order to set academic and career goals.
2. Teaches students the process of gathering, understanding and using job market information.
3. Increases student effectiveness in conducting a job search campaign.

4. Provides listings of current full and part-time openings.
5. Provides an on-campus recruiting program, which gives seniors the opportunity to obtain initial interviews with major organizations.

Career Services conducts individual career counseling sessions and seminars on relevant topics such as resume writing, interviewing skills, networking skills and preparing for graduate school. In addition, a placement file may be opened for job referrals. Current career information is available in the Life Directions Resources Library.

STUDENT HEALTH SERVICES

Student Health Services is a part of the Life Directions Program. In keeping with the Jesuit tradition, the Life Directions Program position is that the mind, the body and the spirit are interconnected. Traditional medicine is practiced with an emphasis on the whole person. Services are free to traditional undergraduate students. Two nurse practitioners are on duty eight hours each class day and a physician has hours on campus at specified times each week. Routine ambulatory medical care, gynecological services, treatment of minor emergencies, dispensing of medication and medical referral services are provided. If medical laboratory work or special prescriptions are required, the student is assessed that fee.

All student health records are maintained in a confidential manner in accordance with Colorado law. Student Health Services are available and free to Regis College undergraduate and School for Health Care Professions Traditional and Accelerated option nursing students.

Health Requirements

1. As a prerequisite to registration, and according to Colorado State law, measles, mumps and rubella immunity are required for all Regis University students under the age of twenty (20) and for all students over the age of twenty (20) if the student resides on campus. Students can be considered immune to measles only if they have physician documentation of:
 - a. Two MMR (measles, mumps, rubella) vaccinations.
 - b. Laboratory evidence of measles, mumps and rubella immunity.

This information becomes part of the student's medical record, which is maintained and updated with each subsequent contact with the Student Health Services. Students arriving on campus without an updated immunization record are required to report to the Health Services to arrange for these records and immunizations.

2. As a condition of enrollment, all full-time Regis College and Traditional option nursing undergraduate students must maintain health insurance coverage. This requirement can be met in one of two ways:
 - a. Automatically enrolling in the University-sponsored Student Health Insurance plan at registration,

or
 - b. Waiving the University plan and presenting proof of coverage by an alternative health insurance plan of the student's choosing.

Communicable Disease Policy

A variety of communicable diseases exist that vary in degree of transmission to others and in severity of potential health risks to individuals. These diseases, ranging from infections such as chicken pox, measles and mononucleosis to tuberculosis, leprosy and acquired immune deficiency syndrome, generate differing levels of concern among various populations.

Regis University strives to establish clear, consistent and nondiscriminatory policies and procedures to deal with communicable diseases while concurrently acknowledging the right to privacy of individuals. These policy and procedure statements are formulated on the basis of current medical and legal opinions regarding communicable diseases with the goals of providing health awareness opportunities and extending proper treatment to all Regis employees and students within the bounds of legal, moral and ethical responsibilities.

Full policy statements regulating communicable diseases are available in the Health Services Office and the Student Life Office.

LIFE DIRECTIONS PROGRAM

The Coors Life Directions Center is an important addition to the Regis Lowell Campus. Its striking architecture hints at the innovative approach to health being addressed by Regis--the wellness approach. At the core of the Regis wellness philosophy is the belief that our sense of well-being, or health, is a reflection of the extent to which the different facets of our lives are either in or out of balance. Each of us must learn to contend with the physical, psychological, spiritual, career, social and intellectual dimensions that comprise virtually all aspects of our daily lives.

The purpose of the Life Directions Center/Wellness Program is to educate students about the risks of various choices, and to offer skills training to assist students in making choices and changes.

Wellness services and educational programs are offered through the departments of Personal Counseling, Career Services, Student Health Services and the Fitness Program.

PERSONAL COUNSELING

As a part of the Life Directions Program, Personal Counseling Services provides assistance to students in the areas of psychological counseling, education programming and consultative services. The primary focus of the department is to facilitate healthy emotional development. Counseling offers a safe and accepting environment in which to develop awareness and effective strategies to handle crisis situations or persisting problems, and to grow in self knowledge and understanding.

A professional staff of licensed and qualified psychologists and counselors provides individual and group services, which include short-term counseling, long-term counseling when advisable, referral to a consulting psychiatrist when appropriate, and assessment of more severe psychological concerns.

Services are available and free to full-time Regis College undergraduate students and the School for Health Care Professions Traditional and Accelerated option nursing students. ***To protect the student's rights to privacy, all information disclosed in counseling is considered confidential and can ONLY be released to another person in accordance with the provisions of Colorado law.***

Personal Counseling Services also has some areas of emphasis, which include the following:

Eating Disorder Program. This program provides information, evaluation, assistance and referral/resources for treatment of eating disorders. In some instances a student can receive counseling on campus; other times off-campus referrals are appropriate. Psychoeducational groups and support groups dealing with this area are also available on such topics as body image, self-esteem and compulsive eating.

Choices. The objective of Choices (a Substance Abuse Prevention Program) is to provide prevention, education, crisis intervention, assessment and referral related to substance abuse/addiction issues. The program promotes self-responsibility and the development of a drug-free campus. An alcohol/drug intervention team is also available to assist individuals who are struggling with alcohol/drug problems or whose friends/relatives need to obtain treatment.

Peer Support Program. These students are trained to be "listeners" for other Regis students. They also provide educational programming, resources and referrals on certain issues and some emergency backup duties when necessary and where appropriate.

Personal Counseling Services also provides students psychoeducational groups designed to promote skill development in the areas of communication skills, stress management, dating and relationship issues, adjustment to college life, assertiveness training, substance abuse issues and other relevant topics upon request.

FITNESS PROGRAM

The purpose of the Fitness Program is to assist the students, faculty and staff of Regis University in their endeavors to increase or maintain their physical health. Specifically, the Program focuses on exercise and proper nutrition while recognizing that physical health is but one facet of total wellness. Services are available to all students.

The Fitness Program offers students:

- A place to work out--the 6,000 square foot fitness facility housed within the Life Directions Center contains aerobic and strength-training equipment--including both free weights and variable resistance machines. The fitness area is open seven days per week.
- Exercise guidance and fitness goal setting. Professional or student staff offer orientations to training principles and equipment usage, teach exercise classes, provide fitness testing services, as well as exercise prescription and consultation.
- Nutritional guidance and goal setting for proper nutrition or weight management. Nutritional analysis, nutrition classes/videos, education materials and one-to-one consultation are offered.
- Special events and educational opportunities. Exercise incentive, campaigns with prizes, guest lecturers and demonstrations, Healthy Heart Week and blood cholesterol screening are some of the services offered.

CAMPUS SECURITY

The Campus Security Office exists to provide greater security and safety to the entire Regis community. All known problems relating to the safety of people and/or to the security of a building or University or personal property should be reported immediately to the Security Office at (303) 458-4122. It is important that incidents be reported to provide maximum security and safety to the Regis community.

In addition, Security monitors the parking lots, tickets and/or tows improperly parked cars, and escorts students on campus at night if requested. Campus Security is located on the second floor of the Student Center.

FOOD SERVICE

Regis has contracted with a food service company, Marriott, for all meals served in the cafeteria and snack bar. Special diets recommended by doctors can be provided in most cases. The Vice President for Mission and Student Development should be contacted for these arrangements. All freshmen residing on campus are required to take a meal plan, unless specifically exempted in writing by the Vice President for Mission and Student Development, based on medical grounds. Request for such exemptions must be filed during the first two weeks of classes each semester, and the University requires sufficiently detailed medical information from the student's physician to permit University officials to judge whether recommended diet restrictions can be met by the Food Service.

Guests of the University, or students not on a meal plan, are welcome to pay for any meal in the dining hall or snack bar.

STANDARDS OF CONDUCT

Student conduct regulations are designed to afford individual students maximum personal freedom, while protecting the rights and freedoms of others and maintaining the educational process. This necessitates good judgment, a sense of self-discipline and respect for the rights and privileges of others. University staff or the Student Judicial Board (for traditional undergraduate Regis College students) hear cases of alleged violations and impose sanctions, including disciplinary suspension from the University. Although the goal is to redirect student behavior into acceptable patterns, accountability for a serious violation or failure to change behavior may result in suspension or expulsion of an individual. A detailed summary of regulations and the student discipline process is available in the Student Handbook, which covers all University students. Students may request a copy of the Handbook from the Division of Student Life located in the Student Center.

Admissions and Academic Progress

The University reserves the right to deny admission, continued enrollment or re-enrollment to any applicants or students whose personal history, medical history or background indicate that their presence at the University would endanger themselves or the health, safety, welfare or property of the members of the academic community or interfere with the effective and orderly performance and conduct of the University's functions.

Students' conduct and behavior including, without limitation, students' adherence to ethical standards of conduct governing the profession they are preparing to enter and the University's Student Standards of Conduct, are continuing points of assessment in all programs, courses and activities engaged in by students. Notwithstanding the published performance assessment standards, students' grades or academic progression may be impacted adversely due to unacceptable behavior or conduct.

DISABLED STUDENTS

Regis University is committed to the ideal of providing equal educational opportunities to all qualified persons. Many modifications and renovations have been made to campus facilities and Regis continues to make the campus more accessible to handicapped students.

Federal regulations prohibit pre-admission inquiries about disabilities. It is very important, however, that handicapped prospective students discuss needs and exchange information with Admissions personnel well in advance of admission. Prospective students who are handicapped are encouraged to visit the campus prior to admission.

Handicapped students often have added expenses for special equipment and services, so it becomes especially important to plan early for adequate finances. After being admitted to Regis, students should consult with a financial aid representative concerning special needs. Necessary equipment and services may be included in financial aid packages, if funds are available.

Residential needs depend on the type of handicap and available space. Some rooms in all residence halls have been modified to accommodate handicapped students. The Library, Food Service, Bookstore and academic offices are also accessible to handicapped students. Special arrangements can be made to accommodate students in accessing all University services.

LEARNING SUPPORT SERVICES

Regis University is committed to providing a supportive learning environment for all of its students, and to that end, the University offers the following services for these students who have demonstrated evidence of a disability or special learning need:

- Students in Regis College and the School for Health Care Professions may seek specific subject area tutorial assistance through the office of Tutorial Services and the Writing Center, as well as from individual faculty members.
- Students in the School for Professional Studies may seek specific subject area tutorial assistance through the office of Adult Learner Services, as well as from individual faculty members.
- Students with impaired sensory, manual, or speaking skills who require educational auxiliary aids, who have special housing needs, or special needs for access to University facilities, should contact the University's Disabled Students Compliance Officer in Carroll Hall, room 225.

A telecommunication device for the deaf (TDD) is also available for public use in the Dayton Memorial Library (303-458-3598). Public Services Librarians may be contacted regarding relay of messages via this TDD. Services are available during regular business hours.

CAMPUS ACTIVITIES AND ORGANIZATIONS

The University sponsors a full program of co-curricular activities, religious, intellectual, cultural and social in scope. Campus activities are aimed at creating a stimulating climate in which students may develop their leadership, physical, mental and moral potential.

The Student Life staff provides resource people for organizations in planning and implementing programs. Although most co-curricular organizations require full-time status for active participation, membership is not restricted, and almost anyone participating in the Regis community is welcome to join. Most organizations do require that the member be in good academic standing with the University. However, exceptions to this policy are considered by the Director of Student Activities.

Student activities and organizations are available to meet cultural, academic, recreational, social, leadership, service and spiritual interests. Anyone interested in finding a particular organization with which to be involved may contact the Office of Student Activities in the Student Center. The following is the current list of active organizations for the 1998 - 1999 academic year.

STUDENT ORGANIZATIONS

Academic Organizations and Honor Societies

Alpha Sigma Nu: National Jesuit Honor Society
 Biology Club
 Chemistry Club
 Computer Club
 Model League of Arab States: similar to Model United Nations
 Philosophy Club
Polaris: a publication by the Honors Department
 Pre-Law Club
 Pre-Med Club
 Pre-Physical Therapy Club
 Psychology Club
 Regis Association of Nursing Students (RANS)
 Regis Forensics Team

Social and Special Interest Organizations

Cascade: a mentoring program for local elementary and middle-school students

CHOICES: making educated choices about substance use and healthy lifestyles
Hall Council: responsible for community programming in the residence halls
Highlander: the weekly newspaper publication
Ice Hockey Club
International Hosts: students who live with International students in the residence halls
KRCX: a student-staffed radio station
New Student Orientation Guides: a support system and resource for new students
Ramblers: a singing and performing arts group
Ranger Yearbook
Reflections: a literary magazine
Regis Outdoor Club (ROC): students interested in skiing, hiking, etc.
Romero House: a live-in community service experience
Saddle Club: weekend horse-back riding group
Student Affairs Council: explores careers in Student Affairs
Student Ambassadors: student representatives for the Admissions Office

Student Government Organizations

Class Representatives: sponsors events for each class
Executive Cabinet: responsible for providing strong leadership for Student Senate (lead by the Student Body President)
Intramural Sports Council: organizes intramural sports
Justice: Jesuit University students concerned with empowerment
Multi-cultural Affairs Committee: plans events to encourage cultural diversity
Program Activities Council: plans weekly events on and off campus
Student Involvement Committee Unmasked: Peer theater group
Student Judicial Board: responsible for hearing and deciding cases regarding student discipline in the residence halls

Athletics

Men's Varsity Sports:

Baseball
 Basketball
 Cross Country
 Golf
 Lacrosse
 Soccer

Women's Varsity Sports:

Basketball
 Cross Country
 Soccer
 Softball
 Volleyball

Club Sports:

Ice Hockey (Men and Women)
 Lacrosse (Women)
 Spirit Team (Women)
 Rugby (Men)

Intramural Sports:

Basketball (Men and Women) (3 on 3) (5 on 5)
 Bowling (coed)
 Flag Football (Men and Women) (coed)
 Floor Hockey (coed)
 Softball (coed)
 Ultimate Frisbee (coed)
 Volleyball (coed)

TUITION, FEES, ROOM AND BOARD CHARGES

Tuition, fees, room and board charges are posted to students' accounts as they are assessed. Current rates charged can be found in each college/school section of the *Bulletin*. Payments are applied to accounts when received by the University Cashier. Regis University uses current technology to insure that charges are posted appropriately and that payments are applied accurately and promptly to accounts. Payments are applied to the oldest outstanding balance first, and then to current charges. The staff of Student and University Accounts are available to assist students with any questions regarding an individual bill. Students may call the Office of Student and University Accounts at (303) 458-4126. If calling from outside the Denver Metro area, the toll-free number is 1-800-388-2366, extension 4126.

FINANCIAL POLICIES

The tuition, fees and other charges described in this *Bulletin* are good faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

There may be other fees and charges, that are not specified in this *Bulletin*. These fees or charges may be ascertained by contacting the University office that administers the program or activity in which the student intends to enroll or engage. Additionally, a non-refundable tuition deposit may be required by an individual program upon official acceptance to the University.

Past due student accounts or other financial obligations will accrue interest at the rate of one and one-half percent (1.5%) per month (Annual Percentage Rate of 18%) on the unpaid balance until fully paid. The University will not register a student or issue official transcripts, diplomas or

other educational credentials or certifications to or on behalf of any student or former student with a financial obligation which includes without limitation, Perkins and Nursing loans. Students are obligated to reimburse the University for all expenses incurred in the collection of past due accounts including, but not limited to, collection fees, court costs, attorneys' fees, administrative costs and other applicable charges.

REFUNDS OF TUITION

Students who withdraw from a course(s) after the add/drop period, may be entitled to a refund of tuition. Tuition is refunded on a pro-rata basis through 60% of the academic period. After 60% of the academic period has lapsed, there is no refund of tuition. As long as students maintain a full-time load, no tuition refund is generated.

PAYMENT PLANS

SEMESTER-BASED PROGRAMS

Semester-based programs utilize a semester calendar for course offerings. These programs include the following:

- Regis College Undergraduate Program
- Traditional Option Undergraduate Nursing Program
- the Graduate Program in Physical Therapy

Payment of all tuition, fees, room and board charges associated with these programs is due before classes begin in any semester. Financial aid that has already been awarded or GSL and PLUS loans that have been certified (as opposed to recommended) may be counted as payment even if they are as yet not posted to the student's account.

Four and five month payment plans are available to semester-based program students through the Office of Student and University Accounts. Students may contact a Customer Service representative at 303-458-4126 or 1-800-388-2366, extension 4126. The plans are based upon a semester's expected charges less certified financial aid divided evenly by the four or five months of the plan period.

It is expected that students in these programs pay for the current semester's charges in full or be current with the Regis payment option before registering for any subsequent semester.

NON-TRADITIONAL SEMESTER-BASED PROGRAMS

Non-traditional semester-based programs are those programs utilizing a semester calendar or any calendar type other than semester for course offerings (e.g., eight-week or five-week academic period). These programs include the following:

- the Graduate Program in Education
- Summer School
- the School for Professional Studies Undergraduate and Graduate Programs
- Accelerated Nursing Program
- RN-to-BSN Nursing Program Option
- Health Care Administration Program
- Health Information Management Program
- Medical Imaging Management Program
- the Graduate Program in Nursing

Students in these programs may register for all courses in a semester or one session at a time. Several methods of payment are available to non-traditional semester-based students.

A confirmation of registration including course number, title and credit hours is mailed to students in non-traditional semester-based programs within forty-eight (48) hours of registration. Also included is an invoice that lists tuition charges and payment information. Additionally, a Payment Due Date Schedule and a Tuition Payment Form are included. It is requested that payments be accompanied by the form to assure they are applied as the student wishes them to be. Payment of these charges is expected before the end of the first week of the academic period (before Saturday). A nonpayment fee of \$75 is posted to all accounts not paid by the deadline. Additionally, registration for future courses will be dropped, students may re-enroll in courses once accounts have been brought current.

Payment by check or cash may be mailed or delivered to a Regis University Cashier. Credit card payments may be phoned, faxed, mailed or delivered. VISA, Discover, MasterCard and American Express are accepted.

Payment for courses 16 weeks or less in length may be deferred for up to fifty-five (55) days after the end of the academic period in which the course is taken by paying a deferment fee and completing the Personal Deferment section of a Tuition Payment Form. Fees range from \$24 to \$60, depending on the length of the course. Specific fee information may be obtained by calling the Office of Student and University Accounts at (303) 458-4126. If calling from outside the Denver Metro area, the toll-free number is 1-800-388-2366, extension 4126.

If a student's employer has a direct billing agreement with Regis, payment may be made with a "tuition voucher." This voucher must be attached to a Tuition Payment Form. It is used to invoice the employer for the associated charges. The student is ultimately liable for all charges.

A financial aid deferment may be requested if aid has been awarded through an official award letter. GSL and PLUS loans may be used as payment if they have been certified (as opposed to recommended). When requesting a financial aid deferment, non-traditional semester-based program students must complete the Financial Aid Deferment section of a Tuition Payment Form.

It is expected that students in the non-traditional semester-based programs are current on any chosen payment plan when registering for subsequent classes. For additional information or clarification on any of the various payment plans, students may call the Office of Student and University Accounts at (303) 458-4126. If calling outside the Denver Metro area, the toll-free number is 1-800-388-2366 extension 4126. Non-traditional semester-based program students are encouraged to request the brochure "Paying Your Tuition at Regis University."

FINANCIAL AID

The Office of Financial Aid strives to help as many Regis students as funds permit. Most awards are based on financial need; however, a limited amount of aid is available to students without need. Students are encouraged to contact the Office of Financial Aid regarding ways in which assistance may be obtained.

HOW TO APPLY

ADMISSION

Financial aid awards cannot be made until the student has been admitted to an eligible degree or certificate program of the University. If, for example, the student is in the School for Professional Studies Undergraduate Program, this means that all academic transcripts have been evaluated and that a Degree Plan has been signed.

FORMS

Eligibility for financial aid is determined through the use of the Free Application for Federal Student Aid (FAFSA), which may be obtained from the appropriate program office, the Office of Financial Aid, or most high schools and colleges, or on the Internet at <http://www.fafsa.ed.gov>. Because processing the application can take four to six weeks, students should be certain to allow ample time for the Student Aid Report (SAR), the processed document, to reach the Office of Financial Aid.

Signed copies of federal tax returns (parent and student for dependent students; or student and spouse, if independent) and an Institutional Verification Form may also be required. A Financial Aid Transcript Information Form is required for all transfer undergraduate students and all new graduate students in order to track aid received at other post secondary schools. Financial aid files that are complete (all forms, reports, requested income tax returns or other information received) by March 5th receive priority consideration for funding for the following academic year (Summer, Fall and Spring semesters). In order to meet the priority funding date, the completed FAFSA must be

received by the government processor by March 5th. Students applying ONLY for on-campus student employment, who do not plan to complete the FAFSA, must submit a Regis Student Employment Application by March 5th.

SUMMARY OF INITIAL APPLICATION FORMS (OTHER FORMS MAY BE REQUESTED)

Freshmen Students:

Admission
FAFSA

Transfer Students:

Admission
FAFSA
Financial Aid Transcript
Information Form

New Graduate Students:

Admission
FAFSA
Financial Aid Transcript
Information Form

ALL CONTINUING STUDENTS MUST SUBMIT A FAFSA ANNUALLY, BY PRIORITY FUNDING DATE, IN ORDER TO BE CONSIDERED FOR FINANCIAL AID.

HOW ELIGIBILITY IS DETERMINED

The Free Application for Federal Student Aid is analyzed according to a standard method of need analysis approved annually by the U.S. Congress and implemented by the U.S. Department of Education. Components, such as income, number in family, number in college and asset strength, are integrated into the formula. The need analysis attempts to determine the amount students and their families can afford to contribute toward their education for one year. This amount is called the expected family contribution. Results of this analysis are forwarded to the Financial Aid Office(s) specified by students on the application. The Office of Financial Aid determines reasonable cost of education budgets, including tuition, fees, room and board (for both campus resident students and students living off campus), personal expenses and transportation costs. The budgets are designed to permit students to live at a modest, but adequate standard during the period of education. Students' expected family contribution is subtracted from the cost of the education budget to determine their financial need or eligibility. Students who do not demonstrate financial eligibility through this process may still be eligible for a scholarship, Federal PLUS loan, Unsubsidized Federal Stafford loan, or other forms of assistance offered by Regis University.

TYPES OF NEED-BASED AID

After the need analysis has been completed, Office of Financial Aid personnel prepare an award "package" to the

extent that funds allow, for each eligible student. Students who do not qualify for need-based aid are notified. A description of the one or more types of aid that comprise an aid package follows.

GRANTS (GIFT ASSISTANCE)

Federal Pell Grant

This is a federally-funded program for students with extreme financial need. Application is made by using the Free Application for Federal Student Aid (FAFSA). Federal legislation limits Federal Pell Grant funds to students who have not earned a bachelor's degree. The student's expected family contribution, estimated costs and enrollment status determine the amount of the Federal Pell grant. For 1998 - 1999, \$3,000 is the maximum award. The University disburses the funds.

Federal Supplemental Educational Opportunity Grant (SEOG)

The federally-funded Supplemental Grant may be awarded to a student seeking a first baccalaureate degree. The FAFSA is used to apply for this grant. Students who qualify for Federal Pell Grants are considered for Federal SEOG.

Colorado Student Incentive Grant

This grant can be part of the financial aid package for Colorado-resident undergraduate students who have extremely high financial need. The funds are limited. Students are automatically considered for the grant when they complete the FAFSA. This award is comprised of half federal and half state funds.

Colorado Student Grant

Colorado Student Grants are state funds awarded to Colorado-resident undergraduate students with high financial need. Students should file the FAFSA.

Colorado Diversity Grants are funded by the Colorado General Assembly and are awarded to Colorado-resident undergraduate students with financial need. Recipients must be members of an under-represented group. Students should file the FAFSA.

Colorado Part-Time Grants are funded by the Colorado General Assembly and are awarded to Colorado-resident undergraduate students with financial need who intend to enroll at least half-time but not full-time. Students should file the FAFSA.

Colorado Graduate Grants are funded by the Colorado General Assembly and are awarded to Colorado-resident graduate students with high financial need. Students should file the FAFSA. Funding is extremely limited.

Regis Grant

A Regis Grant is an award of Regis University funds for undergraduate students. A FAFSA is required because grants are based on demonstrated financial need.

LOANS (REPAYABLE ASSISTANCE)

Federal Perkins Loan

The Federal Perkins Loan is a federally-funded loan with a portion of the loan contributed by Regis. Loans are made directly by Regis to undergraduate students who provide evidence of financial need through the FAFSA process. Loans must be repaid to Regis. For all borrowers, the interest rate is 5% and the payment period begins six (6) or nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. Loans under this program may not exceed \$3,000 per year as an undergraduate student with an aggregate maximum of \$15,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed in the Office of Student and University Accounts each semester prior to the disbursement of funds. Reasons are discussed with the borrower prior to leaving Regis.

Nursing Student Loan

The Nursing Student Loan is a federally-funded loan with a portion of the loan contributed by Regis. Loans are made directly by Regis to nursing undergraduate students who provide evidence of financial need through the FAFSA process. Loans must be repaid to Regis. For all borrowers, the interest rate is 5% and the payment period begins nine (9) months after the borrower ceases to be enrolled on at least a half-time basis. The aggregate maximum for the loan is \$13,000. Descriptions of reasons for deferment and cancellation are detailed in the promissory note which must be signed in the Office of Student and University Accounts each semester prior to the disbursement of funds. Reasons are discussed with the borrower prior to leaving Regis.

Federal Subsidized Stafford Loan

The Federal Stafford Loan is a federally subsidized loan available from private lenders (banks, savings and loans, credit unions) and approved by a state or guarantee agency. Annual loan limits are \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Graduate students may borrow \$8,500 per year. Aggregate limits are \$23,000 for dependent undergraduates and \$65,500, including undergraduate loans, for graduates.

The lending institution charges interest at a rate which is set annually, not to exceed 8.25%. After graduation, withdrawal or attendance on less than a half-time basis, there is a six (6) month grace period before the student must start repaying the loan. The federal government pays the interest while the student is in school and during the grace period.

To apply for the loan, students must submit a FAFSA and a separate loan application. Financial need is a criterion for eligibility. A three percent (3%) origination fee and up to one percent in an insurance fee is deducted from the face value of the loan. A sample repayment schedule is provided with the loan application. Students may have up to ten (10) years to repay.

Federal Unsubsidized Stafford Loan

The Federal Unsubsidized Stafford Loan is the same as a Subsidized Stafford Loan (see above) except that financial need is not a factor and interest must be paid or capitalized during the enrollment and grace period. Annual loan limits for independent undergraduates are \$6,625 for freshmen, \$7,500 for sophomores, and \$10,500 for juniors and seniors. The combination of both types of Federal Stafford Loans may not exceed the annual and aggregate limits. The subsidized amount is limited to the dependent student maximum need eligibility. The cumulative independent undergraduate loan limit is \$46,000. Graduate annual loan limits are \$18,500, with the subsidized eligibility capped at \$8,500. The cumulative unsubsidized loan limit for graduate students, including undergraduate loans, is \$138,500. Even though financial need is not a factor, a FAFSA must be completed and a separate application submitted.

Federal PLUS Loan

Parents of dependent students may borrow on the student's behalf. The annual maximum loan limit equals the student's cost of attendance minus any financial aid. There is no cumulative loan limit for a Federal PLUS loan. Interest capitalization and repayment begins immediately upon loan disbursement with interest set annually, not to exceed 9%. A federal origination fee of 3% and a guarantee fee of 1% is deducted from the principal prior to disbursement. A FAFSA and a Federal PLUS Loan Application are required. Need is not a factor. Good credit history is required.

EMPLOYMENT (EARNED ASSISTANCE)

Federal College Work-Study

Federal College Work-Study is a federally funded work program with a portion of the funds provided by Regis. Award are based on need. Funds are paid to the student bi-weekly for work performed. A designated number of student jobs are community service oriented. Students should file the FAFSA.

Colorado Work-Study

Colorado Work-Study is a state-funded employment program for Colorado-resident undergraduate students and is available to those with or without need. Students should complete the FAFSA for need-based work-study, or the Regis Student Employment Application if they are only interested in no-need work-study. Payment of work-study

earnings is made bi-weekly based on the number of hours worked.

Regis Work-Study

Student employment positions on campus are available on a limited basis. Students who are interested in work-study as well as other types of aid should complete the FAFSA. Students who are only interested in work-study should complete a Regis Student Employment Application by the March 5 deadline to be guaranteed consideration for this award for the following Fall and Spring semesters. Information about off-campus positions in the Denver metropolitan area may be obtained from Career Services.

MERIT-BASED AID

Some types of assistance do not have financial need eligibility as a qualifying factor. Rather, they are based upon academic, leadership or athletic excellence. If the student receives both need-based and merit-based aid, the aggregate total may not exceed the demonstrated need. Merit assistance awarded by Regis University follows.

Board of Trustees, Blue and Gold Scholarships and Regis Achievement Awards

A limited number of Board of Trustees and Blue and Gold Scholarships are offered to entering freshmen (traditional undergraduate and traditional option nursing students) with high scholastic achievement. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 3.000 grade point average. These scholarships are not available during the Summer Semester. Blue and Gold Scholarship recipients may not receive Board of Trustees, Natural Science, Forensic, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefits (ETB) or FACHEX awards concurrently. Board of Trustee recipients are subject to the same restrictions as Blue and Gold recipients listed above with the exception that if they receive an ETB they may receive up to 10% of the original Board of Trustees in combination with ETB.

A limited number of Regis Achievement Awards are offered to entering freshmen (traditional undergraduate and traditional option nursing students) with proven ability. The award is renewed each year for a total of four (4) years (eight [8] semesters), so long as the recipient maintains a 2.750 grade point average. Regis Achievement Award recipients may not receive Natural Science, Forensic, Bonfils, Chamber-Palmer Collins/Stewart, Johnson, ETB or FACHEX awards concurrently.

Natural Science Scholarship

This full-tuition scholarship is awarded to traditional undergraduate freshmen and transfer Colorado residents who plan to major in chemistry, biology or mathematics. A

test of proficiency is given at the University in January to select recipients. Scholarships are renewable for up to four (4) years of study (eight [8] semesters for freshmen and four [4] semesters for transfers) for students who maintain a 3.000 or higher grade point average. Recipients must remain in the field of study for which the award was made. Natural Science Scholarships are not available during the Summer Semester. Natural Science Scholarship recipients may not receive Blue and Gold, Board of Trustees, Regis Achievement Awards, Forensic, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefit or FACHEX awards concurrently.

Forensic Award

A limited number of awards are offered to entering traditional freshmen and continuing students with competitive public speaking skills. Interested students should contact the Communications Arts Department. The award is renewable each year based on review of speech performance.

Students receiving a Forensic award may not receive Blue and Gold, Board of Trustee, Regis Achievement Awards, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Employee Tuition Benefit or FACHEX awards concurrently.

Endowed/Restricted Scholarships

Regis University offers nearly sixty endowed and annual scholarships to students enrolled in Regis College, the School for Health Care Professions, and the School for Professional Studies. These scholarships have been established through the generous support of foundations, corporations, and the University's alumni, parents, and friends. Scholarships are an investment in the students of Regis, and the University community is grateful for the vision of our scholarship donors. Scholarships are a very meaningful way to honor families, friends, and loved ones.

Criteria for each scholarship is determined by the donor and selection is made by the Scholarship Committee of Regis University. Eligibility is based on merit and/or financial need. The Scholarship Committee uses information provided by students in the general application process including the FAFSA and academic records. Students are automatically considered for scholarship awards at the time of application; there is no separate application for scholarships. On occasion, students may be asked to furnish additional information for selected scholarships. Scholarships are renewable for four years if the student maintains certain academic requirements.

- Alpha Sigma Nu Scholarship
- May Bonfils Memorial Endowed Scholarship
- George Rogers Clark Brant Endowed Scholarship
- Jason R. Brown Annual Scholarship
- Francis X. Bryne Memorial Scholarship
- Catholic Minority Scholarship
- Chambers-Hemmings Scholarship
- Cherne Endowed Scholarship
- Charles E. Collins Memorial Scholarship

- Colorado Springs Scholarship
- Coulter Foundation-M. Edward Timmins Scholarship in Undergraduate Business Studies
- Viola Vestal Coulter Foundation Scholarship
- Margaret R. Doyle Endowed Scholarship
- Edna Dugan Memorial Endowed Scholarship
- Captain Ralph J. Dwyer, Jr., Memorial Scholarship
- Farmers Insurance Scholarship
- Charles A. Frueauff Foundation Endowed Scholarship
- Lyle Gene Fuchs Scholarship
- Edward T. and Katherine Gibbons Scholarship
- Dr. James L. Guilianelli Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- Harry E. Hoewischer, S.J., Psychology Award
- Johnson Scholars
- Charles Gustav and Margaret D. Klempera Memorial Endowed Scholarship
- Stephen R. Krieger, S.J., Scholarship
- Robert J. Lacey Endowed Accounting Scholarship
- Leon Lascor Endowed Scholarship
- Alicia M. Leavitt Memorial Scholarship
- Charles B. Lindahl Endowed Scholarship
- Clare Boothe Luce Scholarship
- Jean and Dennis McDaniel Scholarship
- Captain Felix William McKenna, Jr., Scholarship
- Mile High Scholarship
- William T. Miller, S.J., Endowed Scholarship
- J. K. Mullen Endowed Scholarship
- Notarianni Family Scholarship in Memory of Elissa A. Notarianni
- Dominic Pantanella, S.J., Memorial Scholarship
- Elaine Perry Endowed Scholarship
- Mary L. Robbins Endowed Scholarship
- Freda Roof Scholarship
- Harry D. Rothenberg Graduate Endowed Scholarship
- Eugene H. Rourke Endowed Scholarship
- Joseph A. Ryan, S.J., Scholarship
- Schramm Endowed Scholarship
- Second Century Fund Scholarship
- Leah Anne Shiely Endowed Scholarship
- Herschel R. Shwayder Memorial Scholarship
- Special Education Scholarship
- Pauline Collins Stewart Endowed Scholarship
- Trueblood Scholarship
- Undergraduate Nursing Scholarship
- UPS Annual Scholarship
- US WEST Endowed Scholarship
- Patrick D. Vinton Memorial Scholarship
- Ella Mullen Weckbaugh Campus Ministry Scholarship
- Ella Mullen Weckbaugh Memorial Scholarship
- Zarlengo Endowed Scholarship

Colorado Scholarship

The Colorado Scholarship is an award funded by the Colorado General Assembly and offered to undergraduate students for outstanding academic achievement. Application is made each year by completing the FAFSA. Students must have a minimum 3.400 cumulative grade point average to be considered. A small number of awards are made annually to non-Colorado residents. Awards are

made from this source based upon continuation of the state program and availability of funds.

Athletic Award

Athletes in baseball, volleyball, basketball, tennis, softball, lacrosse, cross country, soccer and golf may be awarded athletic grants by the Athletic Department at Regis. Students should contact the Athletic Department or coach of their sport. Additional aid may be awarded from other sources if the FAFSA is completed and further eligibility is indicated. Students who receive full athletic grants for tuition, fees, room and board may not receive other gift or work assistance except for Federal Pell Grants. All awards must comply with NCAA or AIAW and conference rules, including the academic eligibility prescribed. Reversal conditions are set by the athletic department.

OTHER SOURCES OF AID

Academic Achievement Award

There are several awards, some with cash stipends, made during the academic year to students who achieve special distinction in various academic areas. Recipients are nominated by individual departments. Awards are made through the Office of Financial Aid.

Bureau of Indian Affairs

Grants are available to students who are at least one-fourth American Indian, Eskimo or Aleut and who are issued an Indian Certification by their tribe. This grant is usually a supplement to other types of financial aid. Students should apply to a Bureau of Indian Affairs agency.

Colorado Nursing Scholarship

This program is designed to provide assistance to Colorado residents who wish to pursue nursing education and who agree to practice in Colorado. Recipients of this scholarship are required to sign an agreement to practice nursing in Colorado for at least one calendar year in return for each academic year, or portion thereof, for which a scholarship is received. Students should apply to the Colorado Commission on Higher Education.

Dependent's Tuition Assistance

This program provides tuition for dependents of National Guardsmen, law enforcement officers or firemen killed or disabled in the line of duty. It also assists dependents of Coloradans who were prisoners of war or missing in action. Students should apply to the Colorado Commission on Higher Education.

Division of Vocational Rehabilitation

Students with physical or emotional handicaps may be eligible for assistance for tuition, fees, books, supplies, maintenance, medical services and transportation. The Division of Vocational Rehabilitation (VA) may be contacted for additional information.

Employee Tuition Benefit (ETB)

This is available to eligible employees of Regis and to the eligible employee's spouse and dependent children. Amounts of grants vary according to the number of hours and months an employee works. Complete details are included on the ETB application available at the Human Resources Department.

FACHEX (Faculty Children's Exchange)

FACHEX awards are tuition-only grants offered by Regis to Regis College undergraduate students whose supporting parent works for a participating Jesuit institution. A very limited number of FACHEX awards are made each year to new recipients. FACHEX awards are not available for use during the Summer Semester. Awards are automatically renewed (four [4] years/eight [8] semester maximum) with a cumulative grade point average of 2.000 or higher. FACHEX recipients may not receive Blue and Gold, Board of Trustee, Regis Achievement Award, Natural Science, Bonfils, Chambers-Palmer, Collins/Stewart, Johnson, Forensic or Employee Tuition Benefit awards concurrently.

Outside Scholarships

The Regis Office of Financial Aid, high school guidance offices and public libraries have listings of scholarships provided by companies, individuals and trusts outside the University. The Regis University Internet Web Site provides access to a scholarship search. The address is <http://www.regis.edu>. The possibilities are many and warrant a few hours research.

State Scholarship/Grant Programs

Some states, such as Alaska, Connecticut, Delaware, District of Columbia, Massachusetts, Vermont, Pennsylvania and New Hampshire, offer grant and scholarship assistance for students attending Regis University. Information on these programs may be obtained from a school counselor or the Higher Educational Assistance Agency in an interested student's home state.

Veterans' Benefits

The University is approved by the State Approving Agency of Colorado, a division of the State Board for Community Colleges and Occupational Education, to offer courses of education and training for veterans and eligible dependents throughout the State of Colorado under the provisions of Chapters 36, Title 38 and Title 106. Similar approval has

been granted by the State Approving Agency of Wyoming for selected programs and locations in that state. Veterans and other eligible persons should obtain their certificates of eligibility from the regional office of the Department of Veterans Affairs (VA) before entrance into the University.

The payment of benefits by the VA differs by Regis programs. Students who are eligible for veterans' benefits should check with the Regis certifying official (University Registrar) for specific information about their particular program.

Students receiving veterans' benefits must notify the Regis certifying official (University Registrar) under the following conditions:

1. The student is temporarily withdrawing from the program.
2. The student is permanently withdrawing from the program.
3. The student is changing programs and/or majors.
4. The student is attending another college or university.

BUDGET PLANS

Regis University offers a tuition payment plan to Regis College undergraduates, Accelerated Nursing Students and Master of Science in Physical Therapy students. Other students are offered different tuition deferment options. Details are available through the Regis Office of Student and University Accounts.

INTERNATIONAL STUDENTS

Federal and state funds are restricted to citizens and permanent residents of the United States. International students who wish to seek employment on or off campus must follow procedures specified by the Department of International Student Services (Office of the University Registrar) in order to maintain legal status. If required standards are met, foreign students may apply for scholarships and institutionally funded grants.

ENROLLMENT REQUIREMENTS

In some cases, the student must be enrolled as a full-time student in order to qualify for financial assistance. Most aid programs allow for less than full-time attendance, but the student must generally be enrolled as a half-time student in order to qualify. The student award letter specifies the enrollment requirements upon which the student award is based.

Undergraduate Status Credit Hour Requirement

Full-Time	12 or more semester hours
Three-Quarter Time	9 to 11 semester hours
Half-Time	6 to 8 semester hours

Graduate Status Credit Hour Requirement

Full-Time	6 or more graduate semester hours
Half-Time	3 to 5 graduate semester hours

(If taking undergraduate classes to meet requirements for a graduate degree, the student must have at least six (6) undergraduate semester hours to be considered a half-time student.)

NOTIFICATION AND DISBURSEMENT

When a student's financial aid application is complete (all forms and reports received), it is reviewed by a financial aid administrator. If a student is eligible and funds are available, an award notice is sent. If any of the following situations exist, the student should notify the Office of Financial Aid: (1) the student is declining part of their award, (2) the student has received a scholarship or financial assistance not noted on the award letter or (3) the award letter is based on information which has changed (such as enrolled status or living arrangements).

REGIS COLLEGE PROGRAMS AND TRADITIONAL NURSING OPTION OF THE SCHOOL FOR HEALTH CARE PROFESSIONS

Most aid is divided into two or three equal payments, based on the number of semesters for which the student is receiving financial assistance.

Federal Stafford and PLUS Loans

Loan proceeds are disbursed in at least two equal portions, but may be disbursed in three installments (i.e., if the loan period covers one semester or two semesters, there are two disbursements; if the loan period covers three semesters, there are three disbursements). If the lender participates in electronic funds transfer with the Colorado Student Loan Program, loan proceeds are credited directly to the student account. If the lender does not participate in electronic funds transfer, co-payable checks are available at the beginning of each semester for endorsement to be credited to the student account. Prior to disbursement of loan proceeds received by the University, the Office of Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, BAA, etc.). This reaffirmation of eligibility occurs after the add/drop period for the academic program.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). Please note that all loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

Delivery of the first disbursement of Federal Stafford Loans must be delayed for students who are entering the first year of a program of undergraduate study (class level of freshman). The first disbursement is delayed until thirty (30) days of the student's program have elapsed.

Federal PLUS loans are disbursed in two co-payable installments sent directly to Regis by the lender. If the funds are electronically transmitted, they are credited to the student account. Any excess balance is refunded to the parent for other student expenses. If checks are received, Regis endorses and forwards them to the parent for payment of any outstanding charges.

Grants, Scholarships, Federal Perkins Loans and Special Awards

These funds are automatically credited to the student's account within five working days after the close of the last add/drop period for the semester, assuming enrollment can be accurately verified. Before funds can be transmitted to the student's account, promissory notes and loan information sheets for the Perkins and Nursing Loans must be completed.

Students who are cross-enrolled (taking classes outside their primary program area) are paid after the last add/drop date has passed for the program in which they are cross-enrolled.

External Awards

External awards are usually disbursed in two payments made out to the student and mailed to Regis University. External award checks can also be made out to Regis University on behalf of the student. If endorsement is required, student notification will occur.

Student Employment Awards

Student employment awards are paid by check or, if selected, direct deposit to a bank account every two weeks during the award period, according to the number of hours actually worked. Therefore, employment awards are not available to meet direct costs at the time of registration. If the entire employment award is not earned by the student, it is not replaced with other funds.

Credit Balance Refunds

Any funds in excess of direct Regis costs remaining for use on other allowable educational expenses such as books and living expenses (a credit balance) are not available until after

the add/drop period for the semester has ended. Students should plan ahead and have sufficient resources to meet living costs for at least the first three weeks of the semester.

A credit balance refund check is automatically generated from the Office of Student and University Accounts within fourteen days of the time funds are credited to a student account. Students should contact the Office of Student and University accounts for information regarding dates when refund checks are available.

SCHOOL FOR PROFESSIONAL STUDIES AND SCHOOL FOR HEALTH CARE PROFESSIONS PROGRAMS

Disbursement of Federal Stafford Loans

Federal Stafford Loans are disbursed in at least two equal portions, but may be disbursed in three installments (i.e., if the loan period covers one semester or two semesters, there are two disbursements; if the loan period covers three semesters, there are three disbursements). Depending of the lender used, loan proceeds are either disbursed as checks or through Electronic Funds Transfer (EFT).

If EFT is requested on the loan application and the lender participates in the process, loan proceeds transfer directly to the student account each semester once all disbursement requirements are met.

Disbursement by check must be endorsed at the beginning of each semester to be credited to the student account. Notification is sent to the student when the check has been received. Checks are available at the Office of Student and University Accounts in Main Hall on the Lowell campus. For Colorado Springs and Wyoming students, loan checks are mailed to the respective campus for disbursement. PLUS Loan disbursements made by check are made jointly payable to the parent Borrower and Regis and are mailed directly to Regis. The Office of Student and University Accounts negotiates the check to obtain the appropriate signature of the parent borrower and to satisfy any outstanding student account balance.

Prior to disbursement of loan proceeds received by the University, the Office of Financial Aid must reaffirm eligibility for the funds, including current enrollment of at least half-time status and receipt of all required forms (entrance interview, BAA, etc.). This reaffirmation of eligibility occurs after the add/drop period for the academic program. In order to comply with federal disbursement regulations while allowing maximum registration flexibility, all loan disbursements are initially scheduled to arrive at the University after each program's last add/drop deadline of the semester (i.e., add/drop for 5-week 3; 8-week 2; 10-week 2). However, if half-time enrollment is attained during an earlier academic period of the semester, early disbursement of loan proceeds may be requested after the add/drop period for that academic period (i.e., 5-week 1; 5-week 2; 8-week 1;

10-week 1) by contacting the Office of Financial Aid. Therefore, loan proceeds may be released at a different time each semester depending on the enrollment pattern during that semester (i.e., when half-time status is established).

Undergraduates that are concurrently enrolled in Northeastern Junior College, Colorado Mountain College, Laramie County Community College, or Sheridan College, must submit a concurrent enrollment form to the Office of the University Registrar verifying enrollment before disbursement can be made.

Loan funds cannot be disbursed during periods of non-enrollment (i.e., between semesters). All loan proceeds must be disbursed on or before the last date of attendance for the loan period. Failure to do so may result in loan proceeds being returned to the lender for cancellation.

Delivery of the first disbursement of Federal Stafford Loans must be delayed for students who are entering the first year of a program of undergraduate study (class level of freshman). The first disbursement must be delayed until thirty (30) days of the student's program have elapsed.

An entrance interview requirement must be met before a new student borrower's loan proceeds are released. Also, an exit interview is mandatory for borrowers leaving the University.

Any funds in excess of direct Regis costs remaining for use on other allowable educational expenses will not be available until after the appropriate add/drop period for the semester has ended. Therefore, students should plan to pay for books and living expenses from sources other than financial aid and consider aid as a re-imbursement.

Every Monday, the Office of Student Accounts reviews all student accounts for credit balances. If after tuition and fee charges are paid, a credit balance remains, a refund check is generated and mailed within 14 days. Students should contact the Office of Student and University Accounts for information regarding dates when refund checks are available.

Disbursement of Grants, Scholarships, Perkins and Nursing Loans

These funds are automatically credited to the student's account within five (5) working days after the close of the official add/drop period for the semester, assuming enrollment can be accurately verified. If the student's program has multiple sessions or academic periods within the semester, grant and scholarship funds are credited after the last add/drop period for the semester has concluded.

If the student has cross-enrolled in a different academic period, the add/drop dates for the particular academic period apply. (Credit for grants and scholarships may be delayed

until the add/drop activity of the cross-enrollment has passed.)

Promissory notes and loan information sheets for the Nursing and Perkins Student Loans must be completed before funds can be transmitted to the student's account. Work-study funds are paid by check or, if selected, direct deposit to the student's bank account every two (2) weeks during the period, and are therefore not available to meet expenses at the time of registration.

SELECTIVE SERVICE REGISTRATION

In September 1982, Congress passed legislation linking draft registration requirements with eligibility for federal financial aid. Effective July 1, 1983, all individuals required to register for the draft, in accordance with the Military Selective Service Act, must comply with this mandate or forfeit eligibility for federal student aid.

SATISFACTORY ACADEMIC PROGRESS

The Department of Education requires the Office of Financial Aid to monitor the academic progress of students who are receiving Federal, State or Institutional assistance. All hours attempted and completed are reviewed at the end of each semester. Cumulative grade point averages are monitored every May.

A student must maintain a 2.000 cumulative grade point average in both graduate and undergraduate programs. Non-credit remedial, CLEP, Dante and portfolio courses are not applicable.

The financial aid award is based on intended enrollment. Student must complete the number of credit hours on which their financial aid is based with a grade of "D" or better. Intended enrollment is taken from the Free Application for Federal Student Aid (FAFSA). Budgets are based on half, three-quarter or full-time enrollment. If there is a change, the student must notify the Office of Financial Aid in writing.

Students are only eligible for a maximum number of semesters regardless of whether any aid is received. There are three semesters per academic year beginning with the summer and ending in the spring. Standards, which are based on full-time attendance are as follows:

Eligible Degrees	Maximum Time Frame*
Baccalaureate	12 Semesters
Second Baccalaureate	4 Semesters
Teacher Licensure	5 Semesters
Masters	10 Semesters
Certificate Program	6 Semesters

- * Maximum Time Frame eligibility are adjusted for students attending half and three-quarter time.

If the result of an Incomplete, failing grade or Withdrawal brings a student below the required number of credit hours, the student is placed on Financial Aid Probation. The probationary period lasts one semester to allow the student to bring themselves to good standing. Financial aid is not to be denied or altered unless requested by the student.

If a student has two consecutive semesters of unsatisfactory progress, the student is placed on Suspension. Financial aid is canceled until further notice.

Students who fall below a 2.000 cumulative grade point average are automatically placed on Suspension in May. Financial aid is canceled until further notice.

Students are notified in writing if placed on Probation or Suspension.

Students always have the option of appealing a Probation or Suspension status. If circumstances beyond their control have impeded their academic progress, appeals may be submitted to the Director of Financial Aid. The letter must contain supporting documentation in order for the Appeals Committee to reverse or change a student's financial aid status. If by removing Incompletes, the total number of credit hours are brought to the required amount, Probation or suspension may be removed. A copy of the Grade Change Form must be submitted to the Office of Financial Aid. Students are notified in writing the results of their appeal.

The detailed policy statement for satisfactory progress is available in the Office of Financial Aid.

REFUNDS DUE TO WITHDRAWAL

Scholarships, grants and loans are normally not credited to a student's account until after the add/drop period for the student's academic program each semester. At this time enrollment status is verified and if required adjustments are made. Financial aid is not credited to a student account if there are no enrolled hours.

Students that completely withdraw after aid has been credited and are within the refund period have their aid adjusted in accordance with federal and state regulations. Each semester specific refund schedules are available by program type, but as a general rule for any program there would be a refund through 60% of the enrollment period.

Points students should keep in mind upon withdrawal from the University include the following:

1. To officially withdraw, Regis College students should contact the Retention Coordinator in the Office of Admissions; SHCP students should contact the

director of their program; and SPS students should contact their program advisor.

2. Students who leave the University and do not formally withdraw, are assigned a grade of "F" (failure).
3. Withdrawal does not eliminate financial obligation to the University. Charges owed to the University at the time of withdrawal are the student's responsibility based on the University's tuition and housing refund policies. (Details of these policies are available in the Office of Student and University Accounts.)
4. There are specific federal, state and University withdrawal policies regarding tuition and fees, housing charges, refunds to financial aid programs and repayments resulting from withdrawal.

When withdrawing, there are three situations that may require an immediate repayment of financial aid funds:

- If University charges are reduced as a result of withdrawal, and a student account credit balance is created, these funds may be used to repay the financial aid programs. This depends on the amount of financial aid and the date of withdrawal.
- If a credit balance was received from a student account to use for living expenses, the student may have to repay financial aid funds that are in excess of an amount determined to be reasonable for the length of enrollment.
- If withdrawal occurs prior to fully establishing enrollment eligibility, the entire financial aid award is repaid to the financial aid programs, including any credit balance received. This may result in a balance due to the University.

Earnings in work-study programs are paid through the time of withdrawal. Students may not work on work-study after withdrawing from the University.

Financial aid is for enrolled students only. Financial aid cannot be disbursed after withdrawal. Students who receive financial aid and withdraw multiple time are placed on financial aid suspension.

Information regarding the federal regulations for calculating refunds and repayments, and the order of financial aid programs to which aid is restored is included in a detailed Refund/Repayment policy statement available in the Office of Financial Aid.

ACADEMIC INFORMATION

The following policies apply to Regis College, the School for Professional Studies and the School for Health Care Professions. Students should be advised, however, that when policies exist in an academic program or department that differ from these general policies, the program or department policy listed in the appropriate section of the *Bulletin* takes precedence.

CHANGES IN PROGRAMS, COURSES AND SERVICES

The University reserves the right to terminate or modify program requirements, content and the sequence of program offerings from one academic term to the next for educational reasons it deems sufficient to warrant such actions.

Further, the University reserves the right to terminate programs, courses or services from time to time for financial or other reasons it determines warrant such action. The content, schedule, requirements and means of presentation of courses may be changed at any time by the University for educational reasons that it determines are sufficient to warrant such action. Programs, services or other activities of the University may be terminated at any time due to reasons beyond the control of the University including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental order, financial insolvency or other reasons or circumstances the University determines warrant such action.

The course descriptions contained in this *Bulletin* are based upon reasonable projections of faculty and faculty availability and appropriate curriculum considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based and as deemed necessary by the University to fulfill its role and mission.

STUDENT RESPONSIBILITY

Each student is personally responsible for information in this section. Failure to read and understand these regulations does not relieve a student of responsibility. Further, any announcements concerning academic regulations or programs published in the *Bulletin* or the *Bulletin Supplement* are binding for all students.

ACADEMIC ADVISING

Advisors are provided to assist students in planning their academic programs. They are not authorized to change established policy of the University. Students are solely responsible for assuring that their academic programs

comply with the policies of the University. Any advice which is at variance with established policy must be confirmed by the appropriate Dean's Office.

TYPES OF CREDIT ACCEPTED

UNDERGRADUATE

Transfer credit is awarded for college-level work completed at other colleges and universities that are accredited by a regional association (e.g., North Central Association of Colleges and Secondary Schools). Undergraduate transfer courses in which grades of "C-" or better have been earned are equated to Regis courses when possible. Otherwise, acceptable courses are assigned an appropriate department prefix and course level (upper division "UD" or lower division "LD"). Transfer credits are sometimes grouped together as general elective credit "GEL." Quarter hours are converted to semester hours by using a 3:2 ratio.

Competency-based credit is awarded for approved non-classroom experiences. This includes recommendations by the American Council on Education for military and corporate training, in-house credit-by-exam, national standardized exams (College Board Advanced Placement [AP] Examinations, College Level Examination Program [CLEP], Defense Activity for Non-Traditional Education Support [DANTES] subject standardized testing program, National Programs on Noncollegiate Sponsored Instructions [PONSI], International Baccalaureate Program [IB], ACT proficiency examination program [PEP], National League for Nursing [NLN] tests) and life experience credit. When students are granted competency-based credit for a course, the credit is considered as a substitute for the course. If advanced placement is granted without credit in a subject area, the hours required should be satisfied by taking advanced courses.

GRADUATE

For graduate programs for which transfer credit is permitted, transfer credit is awarded only for graduate-level course work for which a grade of "B-" or better has been earned at other colleges and universities that are accredited by a regional association (e.g., North Central Association of Colleges and Secondary Schools). Of the total semester hours required for any one of the graduate degree programs, no more than 20% of the total semester hours required may be comprised of transfer course work from another regionally accredited College or University. Transfer credit is approved by the Dean or designee of each graduate program. Only credit completed within the last ten (10) years is eligible for transfer consideration. Transferable graduate course work is equated to Regis courses when possible. Quarter hours are converted to semester hours by using a 3:2 ratio. The only exception to this policy is described in the Master of Arts in Community Leadership Program section of the *Bulletin*.

Graduate degree programs may have more restrictive or more specific transfer credit policies in addition to these stated policies. Specific transfer policies are stated in the appropriate graduate degree section of the *Bulletin*.

REGISTRATION AND STUDENT RECORDS

UNIT OF CREDIT

The unit of credit at Regis University is the semester hour (SH). No course may be taken for credit more than once, unless specifically designated in the *Bulletin*.

CLASS LEVEL

Undergraduate class levels are determined by the number of semester hours completed by a student as follows:

Class	Semester Hours Earned
Freshman	0-29
Sophomore	30-59
Junior	60-91
Senior	92 or more

Course work in progress is not used when determining current class level.

COURSE NUMBERING SYSTEM

Regis University divides courses into six groups identified by course numbers. These numbers generally indicate the difficulty of a course and its location on a continuum of systematic study to general mastery of the content and methodology of a discipline.

Standardized course numbers utilized by Regis University are distributed in the following ranges:

100 - 199	Remedial
200 - 299	Lower division (freshman level)
300 - 399	Lower division (sophomore level)
400 - 499	Upper division (junior and senior level)
500 - 599	Post-baccalaureate (graduate level; not part of a master's degree program)
600 - 699	Graduate (graduate level; a master's degree course)

Additional course number designations are applied to courses that have specific content for undergraduate and graduate work. The following numbers and descriptions apply to courses that meet this requirement:

490, 690	Independent Study: Research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course.
495, 695	Seminar: Intensive research under the direction of a faculty member in a theme or topic specific to junior, senior or graduate level, major or minor study.
496, 696	Senior/Master's Project: Capstone experience representing significant effort on the part of the student in demonstrating understanding of the program emphasis.
697	Professional Paper: Qualitative research within an organization, which enhances the future effectiveness of the enterprise.
498, 698	Internship: Practical experience in a field of study applicable to the student's career choice.
499, 699	Thesis: Advancement of an original point of view as a result of research and an opportunity to defend it before a faculty committee appointed by the department/program director.
XXX (A-D)	Courses that are taught in sequential order and require further study for topic completion.
XXX (E-W)	Courses that are grouped under a broad topic or theme of study, with allowance for repeatability under different sub-topics and letter designation.

COURSE PREFIXES

In addition to a number identifying where a course fits within a discipline, each course is assigned a prefix that identifies the appropriate discipline, field or department. For example, the numerical designations for courses in Chemistry are preceded by CH, the numerical designations for courses in English are preceded by EN, and the numerical designations for courses in Religious Studies are preceded by RS.

Freshmen and sophomores are permitted to take upper division courses only if they have completed the prerequisites and if they have obtained the permission of the instructor of the course. Normally, that approval is given by obtaining the instructor's signature on the registration form prior to submitting the form to the Office of the University Registrar. Juniors and seniors must also complete the prerequisites of an upper division course as listed in this *Bulletin* before enrolling for the course.

INDEPENDENT, SPECIAL AND EXTENDED STUDIES

Independent Study

Independent Study is individually supervised research under the direction of a faculty member in a discipline or topic of study not covered in a scheduled course. Approval and registration must occur prior to the add/drop deadline. The course number used is 490 for the undergraduate level and 690 for the graduate level.

Special Study

Special Study is defined as a normally scheduled course that is not available at a time or location that is feasible for timely completion of graduation requirements. The course prefix, number and title are the same as the regularly scheduled course. Course requirements are met under the supervision of a faculty member who is approved to teach the course.

Extended Study

Extended Study provides a means for students to earn one (1) semester hour in addition to the existing credit value for a course. The course prefix, number and title are the same as the course listed in the *Bulletin*. Extended Study requirements are met under the supervision of a faculty member who teaches the course.

OVERLOAD

Students wishing to exceed the maximum academic load designated by the program in which they are enrolled must present a formal written request for overload to the appropriate Degree Chair, Program Director, Academic Dean or designated administrative staff prior to the beginning of the class. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of Incomplete are eligible to apply for an overload.

AUDITING A COURSE

Prior to graduation, students desiring to participate in a course for personal enrichment and exploration are permitted to audit a course with written permission from the Associate Dean (Regis College programs) or designated administrative staff/Program Director (the School for Professional Studies programs and the School for Health Care Professions programs, respectively). Students are expected to participate in the course by maintaining normal attendance and completing course assignments, but are exempt from assigned tests. Students receive an "AU" grade with no credit earned and are charged the regular tuition rate. Some programs do not permit auditing.

Students should contact the appropriate program for information and permission regarding the audit option. Exercising the audit option must be completed by the add/drop deadline.

COURSE REPEATABILITY

Except under the grade improvement option, courses should not be repeated. Although advisors check for this error, it is ultimately the responsibility of the student to assure that courses are not repeated. Should a course be erroneously repeated, the last entry is the only one for which credit hours are earned and grade points are calculated in the grade point average. There is no refund of tuition for courses erroneously repeated. A Repeat for Higher Grade Form must accompany the Registration Form submitted to the Office of the University Registrar during the regular registration period. The grade improvement option is not available for transfer credit. If a course is erroneously repeated at another institution, duplicate credit is not transferred and the Regis course remains on the student record.

REPEAT GRADE IMPROVEMENT OPTION

Students have the option of improving a grade earned in a course at Regis by repeating the same course at Regis University. The following guidelines apply:

1. Regardless of whether the repeat grade is higher or lower than the original grade, the last grade earned is the grade for which credit is awarded and grade points are calculated in the grade point average. All previous grades and hours for the same course are recorded with a repeat notation to indicate that the course was retaken.
2. Courses taken for grade improvement must be taken with the same grading option (i.e., letter grading versus Pass/No Pass) when repeated.
3. Should a student withdraws from a course being taken for a repeat grade, the original grade remains on the transcript. The Repeat Grade Improvement Option applies only to grades earned at Regis from the Fall Semester of 1972 to the present.

The Repeat Grade Improvement Option may be exercised only while the course requested for repeat remains active in the University's curriculum. No repeat is possible after the school/college has deleted the course curriculum. Substitutions of similar or revised courses for the original course are not allowed. Upon graduation, the record is sealed and the Repeat Grade Improvement Option is no longer available for that educational intent.

CHANGES IN REGISTRATION (ADD/DROP)

Changes in registration (add/drop) for Regis College students must be submitted on the official add/drop form, during the add/drop period. For students in the School for Health Care Professions and the School for Professional Studies, changes may be initiated by the student telephoning the appropriate program office. No course may be added or dropped after the final day of add/drop designated in the schedule of courses, (made available through the appropriate program office).

Each student is responsible for all courses listed on his or her schedule. The schedule is retained in the Office of the University Registrar on the database system and in hard copy form, as appropriate. Credit is given only for courses that appear on the schedule. Students who are registered for courses and fail to attend receive an "F" grade for the courses.

CLASS ATTENDANCE

Students are expected to make every effort to attend all class meetings. Attendance standards may be established by individual instructors and reflected in the course syllabus.

**UNIVERSITY-WIDE COURSE
GRADING SYSTEM**

The table that follows includes grades, grade points and grade descriptions utilized for all courses at Regis University. When grade descriptions differ for undergraduate and graduate courses, the undergraduate grade description is listed first with the graduate grade description following the "/".

Grade	Grade Points	Description (Undergraduate / Graduate)
A	4.00	Outstanding scholarship
A-	3.67	
B+	3.33	
B	3.00	Superior work / Satisfactory
B-	2.67	
C+	2.33	
C	2.00	Satisfactory / Unsatisfactory
C-	1.67	
D+	1.33	
D	1.00	Unsatisfactory / Unsatisfactory
D-	0.67	
F	0.00	Failure (no credit)

- P * Pass (grade of "C-" or higher / grade of "B-" or higher)
- N * No Pass (no credit)
- AU * Audit (no credit)
- W * Withdrawal
- I/- * Incomplete--the grade accompanying the "I" becomes the permanent grade if additional work is not completed and a different grade is not submitted by the incomplete deadline for the course.
- IP * In progress--can be assigned only in selected graduate level courses in which course requirements cannot normally be completed within the associated academic period.
- Y * Instructor did not submit grades by deadline.

- * Where no grade points are indicated, the grade does not calculate into the grade point average.

NOTE: Utilization of "±" grade is at the discretion of the instructor.

PASS/NO PASS GRADES

Pass/No Pass grading is available for courses with regular grading for Regis College undergraduate students and School for Health Care Professions traditional option nursing students. For some graduate programs, selected courses permit P/NP grading. The following restrictions apply to undergraduate Regis College and traditional option nursing students.

1. The Pass/No Pass option is available to undergraduate students who have completed thirty (30) hours of graded courses. Transfer students must have completed twenty (20) hours of graded courses at Regis before they may exercise the P/NP option. Students on academic probation are not encouraged to take courses (with the exception of remedial courses) on a P/NP basis, but may do so with the approval of the appropriate Dean.
2. The P/NP option may be exercised for only one course each semester and the total number of hours that may be taken on a P/NP basis for credit at Regis is limited to eighteen (18) semester hours.
3. The P/NP option may be exercised for only two (2) courses of the Core Studies requirements. Also, the option cannot be used for courses in the area of the major or minor, except for experiential courses, such as field experience, approved by the individual departments or divisions and for student teaching courses in the Education Department.

4. In the situation in which a student changes his or her major and has already taken a required lower division course in the new major area on a P/NP basis, the course meets the requirement. Upper division courses so taken are evaluated by the department or division as to whether or not the course(s) should be accepted.
5. To register for a course on the P/NP basis, the student must obtain a special form from the Office of the University Registrar and return it, properly completed, no later than the last day of the add/drop period for the semester. This required form is in addition to the regular registration forms. After the add/drop period, a student cannot request a grading change in the course.
6. The minimum passing level for undergraduate courses taken on a P/NP basis is a "C-." Based on this criterion, the instructor turns in a grade of "P" or "N" for students taking such courses. The student receives appropriate hours of credit toward graduation for a "P" grade, but that grade is not calculated in his or her grade point average. The student does not earn credit hours for an "N" grade, nor is that grade calculated in the grade point average.
7. Students enrolled in experiential courses under the P/NP option, (e.g., field experience course in Accounting, Business Administration, Economics, Psychology or Sociology, etc., and student teaching courses in Education), are eligible for the Dean's List provided they are:
 - a. enrolled for a total of fifteen (15) or more hours;
 - and
 - b. enrolled for a minimum of twelve (12) or more graded hours.
8. Veterans must obtain approval from the Office of the University Registrar for registration in a course on a pass/no pass basis.

GRADE OF INCOMPLETE

A grade of Incomplete or "I" denotes that the required work for the course is incomplete due to extraordinary circumstances. A student must specifically request in writing from the instructor that such a grade be assigned. The length of time to complete the work is negotiated with the instructor; however, the maximum period is the end of the first full semester after the semester in which the grade of Incomplete is assigned (except Spring Semester Incompletes which are due at the end of Fall Semester). Army regulations require students receiving Tuition Assistance to complete the work within sixty (60) days.

When submitting a grade of "I," the instructor also submits an alternate grade (e.g., "I/C," "I/D," etc.) that becomes the

permanent grade if the instructor does not submit a change of grade by the end of the semester in which the grade is due. The alternate grade is the grade the instructor determines that the student should receive in the event that the student fails to complete the required work. Extensions beyond the maximum allowable time period are not valid without the written permission of the appropriate Program Director, Academic Dean or designated administrative staff.

Regis College undergraduate students on academic probation are not eligible to receive an "I" grade without the written permission of the Associate Dean.

APPEALS OF DISPUTED GRADES

Students should refer to the appropriate college/school section for policies and procedures governing grade appeals.

CHANGE OF RECORDED GRADE

No final grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F or W submitted to the Office of the University Registrar is changed unless the change has received the written approval of the appropriate Academic Dean or his or her designee. Forms that allow the instructor to explain why a change is necessary are available to the instructor in the Office of the University Registrar. Once this form has been completed by the instructor wishing to change a grade, it should be submitted to the office of the appropriate Academic Dean or designee for approval. As of January 1, 1983, no grade may be changed after it has been on the permanent record for one calendar year. This does not include courses retaken for repeat grade improvement.

It is expected that great care and attention is given in the awarding of grades so that the need for change is minimal. It is also expected that no instructor gives a grade of "I" (Incomplete) unless extraordinary circumstances make it necessary.

GRADE REPORTS

Only final grades are official and entered on the student's permanent record. All final grade reports are mailed to the student's permanent address, and midsemester grades, if applicable, are mailed to the local address; however, students may elect to have grade reports mailed to an alternate address by completing the appropriate form, available in the Office of the University Registrar. Under federal legislation (The Family Educational Rights and Privacy Act of 1974, as amended), grades can be released to parents or other parties only with the student's written authorization, unless the parent claims the student as a dependent for federal income tax purposes and provides appropriate documentation. Release authorization forms are available in the Office of the University Registrar. Grades are not released by telephone or by fax under any circumstances.

CALCULATION OF GRADE POINT AVERAGE (GPA)

Only grades and credits earned at Regis University are used to calculate the student's grade point average. The grade point average is calculated by dividing the total number of grade points earned by the total number of attempted credits. Grade points are calculated by multiplying the number of credits for a course by the grade points associated with the grade received. Appropriate grade points for each grade awarded by the University appear in this section of the *Bulletin* under the University-Wide Course Grading System heading. When no grade points are indicated, the grade and the credits do not calculate into the grade point average.

TRANSCRIPTS

Transcripts of credit are available in the Office of the University Registrar. A 24-hour Transcript Ordering Information Line is available. Students may call (303) 458-4394 to obtain detailed information regarding ordering transcripts. Policies and procedures governing the issuance of transcripts are as follows:

1. Financial obligations to the University must be satisfied.
2. As required by the Family Educational Rights and Privacy Act of 1974, as amended, requests for transcripts must include the student's signature for release of this confidential information. **Transcript requests by telephone are not accepted.**
3. Effective September 1, 1996, the transcript fee is \$5.00 for rush (same day service), and no charge for service provided within a maximum of 3-5 working days after receipt of request.

ACADEMIC STATUS

A student in good standing has either an academic status of "Probation Removed" or no academic status notation on the transcript, and is eligible to continue, return or transfer elsewhere. A student with an academic status of probation ("Admitted on Probation," "Probation New," "Probation Continued"), suspension ("Academic Suspension"), or dismissal ("Academic Dismissal"), has the appropriate notation recorded on the transcript. A student may continue or return when in a probationary academic status, but a suspended student is not eligible to return for one calendar year. A student who is dismissed from the University is not eligible to return. All transcript notations are recorded within the appropriate semester from approximately 1950 to present.

DISCIPLINARY STATUS

Additionally, "Disciplinary Suspension" and "Disciplinary Expulsion" are recorded on the academic transcript within the appropriate semester. Students may petition to remove "Disciplinary Suspension" from the transcript by appealing to the Vice President for Mission and Student Development. Notification of "Disciplinary Expulsion" appears on the transcript for five (5) years. Following that period, a student may petition the University to have this notation removed from the transcript.

CONFIDENTIALITY OF STUDENT RECORDS

Regis University maintains an educational record for each student who is or has been enrolled at the University. In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, (hereafter the "Act") the following student rights are covered by the Act and afforded to all eligible students at Regis University:

- The right to inspect and review information contained in the student's educational records.
- The right to request amendment of the contents of the student's educational records if believed to be inaccurate, misleading or otherwise in violation of the student's privacy or other rights.
- The right to prevent disclosure without consent, with certain exceptions, of personally identifiable information from the student's educational records.
- The right to secure a copy of the University's policy.
- The right to file complaints with the U.S. Department of Education concerning alleged failures by Regis University to comply with the provisions of the Act.

Each of these rights, with any limitations or exceptions, is explained in the University's policy statement, a copy of which may be obtained in the Office of the University Registrar.

The University may provide Directory Information in accordance with the provisions of the Act without the written consent of an eligible student, unless it is requested in writing that such information not be disclosed. The items listed are designated as Directory Information and may be released to any person for any purpose at the discretion of Regis University, unless a written request for nondisclosure is on file:

- Name, address, telephone number, e-mail address, dates of attendance, class.
- Previous institution(s) attended, major/minor field of study, awards, honors, degree(s) conferred.

- Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight), date and place of birth.

Current eligible students may prohibit general disclosure of this Directory Information by notifying the Office of the University Registrar in writing. Situations involving nonrelease of Directory Information that are deemed as "extraordinary" by the student should be brought to the attention of the Associate Registrar. Regis University honors the request for one calendar year only; therefore, the student must file the request on an annual basis. The student should carefully consider the consequences of any decision to withhold any category of Directory Information. Regardless of the effect upon a student, Regis University assumes no liability that may arise out of its compliance with a request that such information be withheld. It is assumed that the failure on the part of the student to request the withholding of Directory Information indicates the student's consent to disclosure.

Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the Office of the University Registrar.

STUDENT NAME CHANGE

Regis University maintains an educational record for each student who is or has been enrolled at the University. These records are maintained under the name submitted to the University on the Application for Admission.

Any student desiring to change his/her name on educational records must submit a Change of Name Affidavit. These forms are available in the Office of the University Registrar and must be notarized unless the request is made in person and a photo identification is presented.

ACADEMIC DISHONESTY POLICY

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the programs, areas, departments or divisions (hereafter referred to as departments) of the University for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one's own, the ideas, words or products of another). Such sanctions may include a failing grade on the assignment, failure of the course or expulsion of the student from the course or the department, and they are decided upon and imposed by the department after consideration of the evidence. The student involved may appeal any decision of the department, first, to the department chairperson in Regis College programs; to the appropriate director in the School for Professional Studies and the School for Health Care Professions. If this attempt to resolve the situation informally is not satisfactory, the student may make a written appeal to the appropriate

Academic Dean, who constitutes a hearing board composed of one faculty member chosen by the student, one by the professor involved, and one by the Academic Dean and approved by the two previously chosen faculty members. Following a hearing, the decision of this board is final. It is the responsibility of each department to inform students of any specific qualifications or regulations with regard to this general policy in force within the department.

Academic dishonesty also includes forgery and unauthorized alteration or misuse of one's own or another student's academic records. It also includes knowingly furnishing false information when seeking admission to Regis University. When an alleged infraction of these rules has occurred, the Academic Dean conducts a pre-hearing discussion with the student and informs the student of the hearing and appeal procedures. A hearing board is formed of at least three faculty/staff members who hear the facts about the alleged infraction and, if indicated, arrive at a disciplinary decision. Students involved in such dishonest activity may be expelled from the University, receive "F" grades for those courses in which academic record integrity was violated, lose academic scholarship awards for the next academic year, or receive other sanctions as deemed appropriate by the hearing board. The student may appeal the disciplinary decision to the Academic Dean. The Dean's decision shall be final. Parents/guardians are notified of the decision if the student is known to be a dependent.

GOVERNING BULLETIN

Undergraduate: Regis College

Undergraduate students must adhere to the Core Studies requirements in the *Bulletin* or *Bulletin Supplement* in the year in which they entered. Graduating students must also meet the major(s) and minor(s) requirements as stated in the *Bulletin* in effect when the major(s) and minor(s) were declared and approved. Undergraduate Regis College students who do not complete a Leave of Absence Form—or if the form has expired (after two semesters) and they return to Regis College—must meet the current Core and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean.

Undergraduate: School for Health Care Professions and School for Professional Studies

Undergraduate students with signed Degree Plans adhere to Core Studies and major/minor requirements in effect and published in the *Bulletin* or *Bulletin Supplement* at the time the Degree Plan is signed.

Graduate: All Schools

Graduate students with signed Degree Plans adhere to degree requirements in effect and published in the *Bulletin* or *Bulletin Supplement* at the time the Degree Plan is signed.

BACCALAUREATE DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

No course in which the candidate received less than a grade of "D-" is acceptable credit for the Core Studies requirements. However, if a particular Core Studies course is also being used to meet departmental or major/minor requirements, the minimal acceptable grade for the course may be higher depending upon the program and whether the course is meeting lower or upper division requirements. Students should refer to the appropriate program or department section of the *Bulletin* for specific grade requirement information.

In addition to the completion of the academic requirements in Core Studies, the following are also required of each degree candidate:

1. The completion of 128 semester hours of academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000.
2. No course in which the candidate received less than a grade of "D-" is acceptable credit toward fulfillment of degree requirements.
3. All undergraduate students are required to complete a minimum of thirty (30) semester hours at Regis University.
4. Regis College undergraduate students are expected to complete their final thirty (30) semester hours prior to graduation at Regis University.
5. The completion of a major, consisting of a minimum of eighteen (18) hours of upper division course work in one subject area unless an interdivisional or flexible major is involved. A major is intended to provide organization, intensive work, and a comprehensive understanding of one field of knowledge.
6. A minor is optional in Regis College and in the School for Professional Studies except for majors that require a specific minor. A minor area is not required in the School for Health Care Professions undergraduate nursing program. If a minor is chosen, the minor area consists of a minimum of twelve (12) upper division hours in one subject area is selected in consultation with the major advisor. Some minor areas may require additional lower division course work and/or additional upper division course work beyond the minimum of twelve (12). This area should lend support to the development of the major and aid the student in reaching his or her ultimate educational objective.
7. No course in which the candidate received less than a grade of "C-" is acceptable credit for meeting upper division major or minor requirements. Some programs or departments require a grade of "C-" or better in the lower division requirements in the major.
8. A transfer student must complete a minimum of half of the upper division hours in the major area and half of the upper division hours in the minor area at Regis University. (Exceptions to this policy are noted under "Departmental Regulations" in departmental sections of this *Bulletin*.)
9. Any course taken toward fulfillment of major requirements may also count toward fulfillment of the Core Studies requirements. A single course cannot, however, satisfy two (2) Core Studies requirements.
10. Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
 - a. In the event that the upper division requirements for a major exceed eighteen (18) upper division hours, those excess hours may also be applied to another major or minor.
 - b. In the event that the upper division requirements for a minor exceed twelve (12) upper division hours, those excess hours may also be applied to another major or minor.
 - c. Courses that satisfy lower division prerequisites for more than one major or minor may be double counted.
11. The successful passing of a written and/or oral comprehensive examination in the major field may be required by the academic department. The senior student who declares a double major must be prepared to take a comprehensive examination in both majors. The senior student with an interdivisional or flexible major may elect to take his or her comprehensive examination in any area in which he or she has accumulated twelve (12) or more upper division hours. The scope of the material to be covered in these examinations, including departmental reading lists, is assigned by the department chairperson or director. The examination dates, places and times are posted well in advance.
12. Basic competence in the use and command of the English language is required. The student should be able to express himself or herself with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

DEFINITION OF A MAJOR

The major consists of a minimum of eighteen (18) upper division hours (courses numbered 400 and above), with grades of "C-" or better required in one subject area.

Some major areas require additional lower division course work and/or additional upper division course work beyond the minimum of eighteen (18).

MAJOR DECLARATION

At the close of the sophomore year, each Regis College undergraduate student must select a major area around which most of his or her upper division course work centers. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education and the natural sciences require careful planning in order to meet all requirements in four (4) years. For Regis College undergraduate students, lower division requirements must be satisfied prior to submitting a Major Declaration Form to the department for approval. Major Declaration Forms may be secured from the Office of the University Registrar and must be filed with the appropriate department.

The major indicated on the application for admission form and the subsequent Degree Plan serves as the declaration of a major for all other Regis University programs.

ADDITIONAL BACCALAUREATE DEGREE

Changes of professional objective or special interests occasionally require attainment of a subsequent degree for individuals who have already completed a baccalaureate degree. Applications for admission to undergraduate study for an additional bachelor's degree must be submitted to the appropriate program office.

The previously earned baccalaureate degree must be from a regionally accredited institution. Additional course work in Core Studies requirements, including philosophy and religious studies may be required. Major requirements for the additional degree must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be transferred to Regis upon entrance. All prerequisites and lower division requirements for the chosen major and/or minor must be satisfied. Generally, courses utilized to meet upper division major requirements of the previously earned baccalaureate degree cannot be double counted to meet upper division major hours required for an additional baccalaureate degree, unless the upper division hours are in excess of eighteen (18) hours. If necessary, a substitute course is designated. Each candidate must complete a minimum of thirty (30) hours of residence at Regis subsequent to completion of the previously earned degree.

CONCURRENT BACCALAUREATE DEGREES

Occasionally, students are interested in earning two baccalaureate degrees at Regis concurrently. In such cases, the student must select one of the degrees as the first or primary degree. After admission to the primary program, the student must submit to the Academic Dean of the second program a written request for admission. If the Dean approves the admission, that Dean is responsible for notifying the Dean of the primary degree program, the University Registrar and student. Generally, the student completes the Core Studies requirements for the primary degree. If the second degree is offered from a college/school other than that offering the primary degree, the Academic Dean of the second college/school may require additional course work to meet Core Studies requirements. Major requirements for both degrees must be fully met. One-half of each major and one-half of any minor (if required by the major or if one is chosen) may be transferred to Regis upon entrance. All prerequisites and lower division requirements for the chosen majors and/or minors must be satisfied. Generally, courses utilized to meet upper division major requirements of one baccalaureate degree cannot be double counted to meet upper division major hours required for another baccalaureate degree unless the upper division hours are in excess of eighteen (18) hours. If necessary, substitute courses are designated by the appropriate Academic Dean. Each candidate must complete a minimum of thirty (30) hours of residence at Regis for each degree. A minimum of 158 total credit hours is required to earn two degrees concurrently. In all cases, two diplomas are awarded and both degrees are recorded on the transcript.

DOUBLE MAJOR

To earn a double major, all requirements for both majors must be met (including a minor if either major has a required minor in a specific area). A written and/or comprehensive examination may be required in the majors selected. When both majors are offered within the same degree (e.g., Bachelor of Arts), that degree is awarded. When a double major consists of one major from the Bachelor of Arts and one major from the Bachelor of Science, a single degree--the Bachelor of Arts and Science degree--is awarded. When one of the majors is offered with the Bachelor of Science in Nursing degree (BSN), only the BSN degree is awarded. In all cases, both majors are recorded on the diploma and the transcript. The student seeking a Bachelor of Arts, Bachelor of Science or Bachelor of Arts and Science degree must select one of the majors as the first or primary major. The student seeking any other degree must select the major offered within the degree as the primary major. If the two majors are offered by different programs or college/schools, the Academic Dean of each must approve the request for the double major and assign an advisor. Each Dean or designee is responsible for notifying in writing the University Registrar, the appropriate Program Director, and the student of the action taken.

ADDITIONAL MAJOR

Students who have already received a baccalaureate degree from Regis University and wish to complete an additional major may be readmitted for that purpose. The student must complete all requirements for the additional major. Major requirements formerly completed for a baccalaureate degree from Regis University cannot be double counted to meet the required number of upper division hours of an additional major, unless the upper division hours in the previously earned major exceed eighteen (18) semester hours. Upon completion of the major, the student is awarded a certificate of completion of an additional major. The student's permanent academic record indicates that requirements for the second major have been met.

MASTER'S DEGREE REQUIREMENTS

ACADEMIC REQUIREMENTS

In addition to the completion of specific degree requirements, the following are also required of each master's degree candidate:

1. Completion of a minimum of thirty (30) semester hours of 600-level academic course work in which the candidate has earned a minimum cumulative Regis University grade point average of 3.000.
2. All graduate students must complete all degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. Some Regis University degree programs may have more restrictive time limits on degree completion than the University limit of six (6) years (72 months).
3. All graduate students are required to complete a minimum of 80% of the total semester hours required for a graduate degree (600-level course work) at Regis University.
4. No course in which the candidate earned less than a grade of "C" (e.g., "C-") is acceptable credit for fulfillment of master's degree requirements. However, the minimal acceptable grade for course work may be higher depending upon the program. Students should refer to the appropriate program or department section of the *Bulletin* for Specific grade requirement information.
5. If a "C" grade is acceptable for courses required for the degree, a maximum of two courses with a grade of "C" can count toward graduation requirements.
6. Of the total semester hours required for a graduate degree (600-level course work) at Regis University, no more than 20% of the total semester hours required may be comprised of transfer course work or may be

comprised of course work included in a previously earned graduate degree from a transfer institution or from Regis University. Additionally, this course work must fulfill specific course requirements for the graduate degree.

7. The successful completion of a Master's Project, Master's Thesis or equivalent and/or written or oral comprehensive exams may be required by the degree program.

GRADUATION

APPLICATION

The Application for Graduation Form and graduation fee must be submitted to the appropriate college/school before eligibility for graduation can be evaluated. Specific application deadlines are available from individual program offices. Failure to make application by the proper date may delay graduation.

A Regis cumulative grade point average of 2.000 is required for undergraduates to apply for graduation. A Regis cumulative grade point average of 3.000 is required for graduate students to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation to a subsequent semester.

Application Processing

1. Each student completing course work at an institution other than Regis University must complete a Concurrent Enrollment Form in advance to ensure approval of transfer of credit to Regis.
2. If required, Letters of Early Grade Release (for course work in progress at another institution) must be received by the appropriate college/school five (5) working days before the graduation date for which the student has applied to graduate.
3. All documentation of Portfolio credit, awards and official test score documentation must be received by the appropriate college/school five (5) days prior to the graduation date for which the student has applied to graduate.
4. All official transfer transcripts from other institutions documenting credit needed to meet a Regis degree requirement must be received by the appropriate college/school no later than four (4) weeks following the graduation date each semester.

Delays in the receipt of these materials by the appropriate college/school by the stated deadlines may delay graduation to a subsequent semester.

DEGREE AWARD

Students graduate the semester that all requirements are met and documentation of such is received by the appropriate college/school by the designated deadline. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded in a subsequent semester. Regis reserves the right to deny or revoke a degree or other academic credential if obtained by misrepresentation, fraud or by mistake or error.

Once a degree is awarded, the Repeat Grade Improvement Option or the Change of Grade Option is no longer available for that educational intent.

FINANCIAL CLEARANCE

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists.

GRADUATION HONORS

Undergraduate

Graduation honors for undergraduate students are applicable to students who have earned 128 or more credit hours and who have completed all requirements for graduation.

Undergraduate program students who have completed sixty (60) graded semester hours of Regis course work are assigned graduation honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699

Undergraduate program students who have completed between thirty and fifty-nine (30 and 59) graded semester hours of Regis course work are assigned academic honors according to the following cumulative grade point average standards:

Summa Cum Laude	3.950 - 4.000
Magna Cum Laude	3.850 - 3.949
Cum Laude	3.750 - 3.849

Graduate

Graduation honors for graduate students are applicable to students who have completed master's degree requirements with a cumulative grade point average of 3.850 or better for 600-level courses.

ATTENDANCE AT COMMENCEMENT EXERCISES

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified of the student's intent to participate in commencement through the Application for Graduation form. Undergraduate students are permitted to march in commencement if they are within fifteen (15) semester hours of completing their degree requirements. Graduate students are permitted to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

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REGIS COLLEGE

REGIS COLLEGE UNDERGRADUATE PROGRAM

INTRODUCTION

Regis College of Regis University offers a wide range of programs in the liberal arts, the sciences, education and business. Founded in 1877 by the Society of Jesus, the College is firmly rooted in a 450-year old tradition of academic excellence and value-centered education. A main focus of the mission of the College is to educate men and women of all ages to take leadership roles and to make a positive impact in a changing society. The College primarily serves traditionally-aged undergraduate students who may choose from 24 structured areas of study or may design their own program through the interdisciplinary and flexible major plans. The College offers five academic divisions: Philosophy and Religious Studies, Business, Social Sciences, Natural Science and Mathematics, and the Humanities. A low student/faculty ratio permits small classes and learning formats that encourage critical thinking, thoughtful discussion and well-developed communication skills.

UNDERGRADUATE DEGREE OFFERINGS

OFFICE: Office of Admissions
Regis University
Mail Code: A-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4900
1-800-388-2366, ext. 4900
(303) 964-5534 fax

DEGREE OFFERINGS

BACHELOR OF ARTS

Majors: Communication Arts
Criminal Justice
English
Fine Arts: Visual Arts
French
History
Philosophy
Political Science

Religious Studies
Sociology
Spanish

BACHELOR OF SCIENCE

Majors: Biology
Biochemistry
Business Administration
Chemistry
Computer Science
Economics
Environmental Studies and Human Ecology
Managerial Accounting
Mathematics
Neuroscience
Professional Accounting
Psychology

BACHELOR OF ARTS AND SCIENCE

This degree consists of a major from the Bachelor of Arts and a major from the Bachelor of Science majors list. All requirements for both majors must be met in order for this degree to be awarded.

CLASSICAL BACHELOR OF ARTS

In the Jesuit system of education, twelve (12) upper division semester hours of Latin plus twelve (12) upper division semester hours of Greek or a modern language are required to qualify for the Classical Bachelor of Arts. The degree is offered with majors in English, French, history, philosophy, political science, sociology and Spanish. Courses in classical language are offered if the need arises and the demand is sufficient.

HEALTH CARE PROFESSIONS DEGREE OFFERINGS

Degree offerings in Nursing, Health Care Administration, Health Information Management and Medical Imaging Management are also available. For complete information, students should refer to the School for Health Care Professions section.

SPECIAL MAJORS

The following major alternatives are available for students completing Bachelor of Science or Bachelor of Arts degrees.

Double Major

To earn a double major, all requirements for both majors must be met. A written and/or comprehensive examination may be required in the majors selected.

Interdivisional Major

Some students may wish to select an interdivisional major to satisfy preprofessional requirements or special interests. Selection of the major should be made only after consultation with the Associate Dean for Regis College. The interdivisional major is composed of forty-two (42) upper division semester hours completed in four different discipline areas, all requiring grades of "C-" or better. The maximum number of hours in one subject (discipline) that can be used toward the forty-two (42) semester hours is fifteen (15); the minimum is six (6).

Applications for an interdivisional major may be secured from the Office of the University Registrar and should be filed during the second semester of the sophomore year. All majors and minors listed in the Degree Offerings section may be used for an interdivisional major.

With this major, the student may select the discipline area he/she wishes to use as the lead or principal area, as long as at least twelve (12) or more upper division hours are accumulated. Whether or not a comprehensive examination is required is determined by the academic department represented by the lead area. The degree to be granted (BA or BS) is also determined by the elected lead area in the interdivisional major.

Flexible Major

A flexible major is a self-designed, individualized program of study built around a theme or topic for which there is no formally established program at Regis College. The flexible major may be declared if there are sufficient courses available among the offerings of the University as a whole or a nearly sufficient number of courses augmented by a small number of independent study courses taken under appropriate faculty direction and/or by a small number of courses taken at other institutions.

The Committee on Extraordinary Studies, which is composed of faculty drawn from every division of the Regis College Undergraduate Program, is designed to advise and guide a student in construction and pursuit of a flexible major. Interested students should contact the chair of the committee by referral from the Regis College Dean's Office.

MINOR AREAS

The completion of a minor area is optional except for majors that require a specific minor. The minor area consists of twelve (12) upper division semester hours in which all grades earned must be "C-" or better, selected in

consultation with the major advisor. The minor area should lend support to the development of the major and the ultimate objective of the student.

The following minor areas are available:

- Accounting
- Biology
- Business Administration
- Chemistry
- Christian Leadership
- Communication Arts
- Computer Science
- Criminal Justice
- Economics
- Education
- Elementary Education
- Secondary Education
- English
- Environmental Studies and Human Ecology
- Fine Arts: Visual Arts
- French
- German
- Hispanic Studies
- History
- Kinesiology
- Literature
- Mathematics
- Neuroscience
- Peace and Justice Studies
- Philosophy
- Physical Education
- Physical Education: Coaching
- Physical Education: Recreation
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish
- Women's Studies
- Writing

Double Minors

To earn a double minor, all requirements for both minors must be met. A minimum of twelve semester hours of 400-level course work must be completed in each minor area.

DIVISIONS/DEPARTMENTS

The names following the areas of academic study below are the Division Director, Department Chairs and Area Coordinators for the 1998 - 1999 academic year.

DIVISION OF BUSINESS

John Muth, Ph.D., Director

Accounting: John Muth, Ph.D.
Business Administration: John Muth, Ph.D.
Economics: John Muth, Ph.D.

HUMANITIES

Fine Arts: Eugene Stewart, M.F.A.
Communication Arts: Janellen Hill, Ph.D.
English Language and Literature: Joanne Karpinski, Ph.D.
Modern and Classical Languages and Literature: Roger D. Martin, Ph.D.

NATURAL SCIENCES AND MATHEMATICS

Biology: Joan L. Betz, Ph.D.
Chemistry: Denise Guinn, Ph.D.
Computer Science: Dennis R. Steele, Ph.D.
Environmental Studies and Human Ecology: Barbara A. Finney, Ph.D.
Mathematics: Charles Brase, Ph.D.
Physics: Norbert A. Roughton, Ph.D.
Astronomy (related area): Norbert A. Roughton, Ph.D.

PHILOSOPHY AND RELIGIOUS STUDIES

Philosophy: Thomas A. Duggan, Ph.D.
Religious Studies: Randy F. Lumppp, Ed.D.

SOCIAL SCIENCES

Education: Kay L. Johnson, Ph.D.
History and Political Science: Daniel Clayton, Ph.D.
Physical Education: Kay L. Johnson, Ph.D.
Psychology: Gary W. Guyot, Ph.D.
Sociology: Alice Reich, Ph.D.

SPECIALIZED AREAS OF STUDY / SERVICE

Experiential Education: Lynne K. Montrose, M.A.
Freshman Commitment Program: Victoria A. McCabe, Ph.D., Director
Honors Program: Colby R. Hatfield, Ph.D., Director
Paracurricular Program: Thomas E. Reynolds, Ph.D., Director
Pre-Law Advising: James L. Riley, Ph.D.

Pre-Med Advising: Norbert A. Roughton, Ph.D.
Student Academic Services: Roger D. Martin, Ph.D.
Writing Program: Robyn M. Gronning, Ph.D.

EXTRAORDINARY ACADEMIC PROGRAMS**HONORS PROGRAM**

The Honors Program is available to Regis College students who wish to earn Honors credit and be distinguished as Regis University Honors Students, as well as to those who are interested in taking individual Honors courses without completing an entire Honors sequence. The diversity of students ranges from high academic achievers (students must maintain a 3.500 grade point average in the Honors Core to graduate in the Honors Program) to non-Honors students who are willing to meet the challenge of high-caliber work for a particular elective course.

The Honors Program is an alternative way of taking the liberal arts Core requirements that are an essential part of the Regis University degree. The Honors Program stresses interdisciplinary study, small group interaction and individual student initiative. Although it overlaps the regular Core in several respects, the Honors Program is an exciting, different way to experience the broader education of a liberal arts college. The Honors Program is only available for students enrolled in the Regis College undergraduate program.

Interested students should contact the Director of the Honors Program. The program requirements are included in the departmental listing section of the *Bulletin* under Honors Program.

DEPARTMENTAL HONORS

Departmental honors programs are available to Regis College undergraduate program students in English, Biochemistry, Chemistry, Neuroscience and Psychology. Students should contact the appropriate Department Chair for information. Departmental honors requirements are listed with the appropriate departmental major information in the *Bulletin*.

WRITING ACROSS THE CORE

Writing is an essential part of life-long learning and is an important part of all academic disciplines. At Regis, the teaching of writing is the shared responsibility of all faculty because writing is viewed as a skill that is honed across the curriculum. Writing is also a way for students to test and

shape ideas and to develop critical thinking abilities. Students write on diverse subjects in all their classes.

In order to support the writing of faculty, staff, and students in the College, the Writing Program was established in 1987. The program administers the Writing Center, where peer tutors work one-on-one with writers from brainstorming for ideas to polishing final drafts. The program also offers workshops on a variety of topics to faculty and students. Additionally, it offers support for the writing component of the College Core Seminars. Each spring, the program publishes *Reflections*, a literary magazine that includes works by University students, faculty, and staff, and the handbook for Freshmen and Transfer seminars.

PRE-MEDICAL AND PRE-DENTAL PROGRAMS

Most medical and dental schools are placing increased emphasis on a broad liberal education as a background for members of the medical professions. These schools prefer applicants who have a baccalaureate degree.

As soon as possible after students select the pre-medical or pre-dental academic preparation option, it is recommended that students in these areas seek advisors in the natural sciences who have experience advising in paraprofessional health fields. Courses should be chosen carefully to ensure completion of all requirements for entrance into the professional schools and to make adequate preparation for the Medical College Aptitude Test or the Dental Aptitude Test. These important examinations are usually taken at the end of the junior year.

Specific recommended courses are indicated in the Degree Programs and Course listings of departmental sections.

PRE-LAW PROGRAM

At Regis University, the prospective law student finds commitment to the educational goals essential for admission into law school and successful completion of a legal training program. Available are a variety of programs and services designed to support the educational goals of the prospective law student, including a specifically designated pre-law advisor, an active student pre-law association, legal internships and periodic events devoted to illuminating information pertinent to law school and the practice of law. These and other services enable the Regis student to develop those skills highly valued by law schools: clarity and comprehension in human communication, creative thinking power and a critical understanding of human institutions. For further information, students should contact the Pre-Law Advisor in the History/Political Science Department.

PRE-PHYSICAL THERAPY

Undergraduate students interested in pursuing a graduate degree in physical therapy may complete any undergraduate major, although the natural sciences such as biology and chemistry, and the social sciences, such as psychology and sociology, are especially useful in preparing for a career in physical therapy. While the Department of Physical Therapy does not guarantee admission to Regis graduates, individuals who have earned a baccalaureate degree at Regis University and who have completed the prerequisite courses are given preference for admission. Undergraduate students considering a physical therapy graduate degree should contact the Department of Physical Therapy for specific information on prerequisite course work.

ENGINEERING

For the engineering student, Regis University offers, in collaboration with Washington University of St. Louis, the 3-2 Engineering Program in which a student can receive a strong background in liberal arts and sciences and professional training in engineering. The first three years are spent in residence at Regis; the last two are at Washington University. An outline of the courses to be taken at Regis, followed by the areas of engineering available at Washington University, can be obtained from the Regis 3-2 Program Liaison Officer. Following the successful completion of this program, the student receives a bachelor of science degree (Engineering) from Washington University and a bachelor's degree from Regis University. The 3-2 Program also includes the possibility of earning a master of science degree in Engineering or an MBA by completing a sixth year at Washington University. For further information, students should contact the Regis 3-2 Program Liaison Officer (Natural Science Division).

A 3-2 program is also available in collaboration with Marquette University. Students are encouraged to arrange their entry requirements directly with the Dean of the Engineering School, Marquette University, Milwaukee, Wisconsin 53233.

TEACHER LICENSURE

The Committee on Teacher Education at Regis (COTER) develops the College policies on admission, retention and recommendations for licensure. To qualify for admission, retention and recommendation for licensure through the Regis University teacher education program, students must satisfy the requirements detailed in the Education Department section of the *Bulletin*.

EXPERIENTIAL EDUCATION

Experiential Education at Regis College gives students the opportunity to participate in an off-campus placement in business, industry, the professions or a human service organization. Three programs are currently offered: field experience, internship and service learning.

Field Experience is offered to second semester freshmen, sophomores and all upper class levels. This program enables students to work in a field they might wish to pursue as a career. Students must be recommended by the appropriate department/division for entrance into the program. A minimum of 120 hours of on-the-job experience is required. Students may be asked to keep a journal of their observations and experiences on the job, as well as complete specific learning objectives and activities. A faculty member sponsors each student and determines the final grade for the course. The employer submits an evaluation of the student's performance as an important part of the final grade.

Field Experience enables a student to broaden perspectives regarding a specific career area. While developing specific competencies on the job, the student is able to combine academic course work with real-life experiences in his/her work.

Internship is a program that allows juniors and seniors to gain practical experience in the career area of their choice. Students must meet with both the Director of Experiential Education and the faculty sponsor to be accepted into the program. To allow for adequate job development, students should begin the internship process one semester prior to the semester in which they intend to participate. Approval from the department, as well as from a faculty sponsor, is standard procedure.

Three (3) semester hours is the usual amount of credit for which students may register in each Field Experience or Internship. Students in Internship are required to spend a minimum of 120 contact hours in placement during a semester to receive three (3) upper division semester hours of credit toward the major. Exceptions to the policies described are determined in consultation among students, faculty sponsors and the Director of Experiential Education, with approval in writing by the Associate Dean for Regis College.

Students registering for elective credit in Field Experience or Internship credit toward their major must have a minimum cumulative grade point average of 2.500. Students on disciplinary probation are not permitted to participate in Field Experience or Internship.

Students may do a Field Experience on a Pass/No Pass (P/NP) basis. The University regulations on taking courses P/NP apply. Internships must be taken on a letter graded basis. Students in all areas, including flexible majors, such as international business and advertising, can look forward

to an enriching, on-the-job training experience in a business, industry or organization in the metropolitan Denver area.

For many graduating seniors, an internship can be the link to a network of employers after graduation. These contacts, in addition to the resume, are of benefit to students after they leave Regis. The internship program enables the student to develop marketable skills and practical experience while pursuing his/her degree at Regis University.

CENTER FOR SERVICE LEARNING

Service Learning is quickly becoming a respected method for teaching academic content, and Regis University has become a leader in integrating service with academic study. This is a natural integration for Regis where academic excellence is expected and educating men and women in the service of others is the mission. Through volunteering in a community setting in the context of a course, students begin to make a connection between identifying issues of social concern and action based on that awareness.

In addition to the Service Learning program, the Center for Service Learning organizes monthly projects for the Regis Community to perform service in the community, coordinates Alternative Spring Break Service Trips to Mexico and Belize, refers students to community agencies where they can perform community service, matches students in the Cascade Mentoring Project with an educationally and/or economically challenged youth from the neighborhood, and recruits students to live off campus at Romero House, a residence for students who are fully engaged with social action.

The goal of the service program is to offer many opportunities for students to engage in service throughout their four years at Regis. Whether it is through participation in clubs and organizations, course work, athletics, residence hall programs or student activities, Regis students have an opportunity to participate in a variety of service experiences ranging from one day events to year around commitments.

COMMITMENT PROGRAM

The Commitment Program has been in existence since the mid-seventies. This program received national recognition for excellence when it was listed as an "exemplary" developmental program by the Center for Developmental Education in 1985. It offers a limited number of Regis College undergraduate students the opportunity to attend Regis University, even though they do not meet certain selective admission requirements. Students who accept placement in the Commitment Program are expected to make a full commitment to academic effort. Since 1975, the Commitment Program has admitted hundreds of new freshmen. The majority of these students were successful

academically and obtained positions in the fields of their choice following graduation.

Standard admission procedures may qualify students for the program. Each spring, the Standards Committee (or its equivalent) reviews the application files of students who do not meet all requirements for regular admission. When standardized entrance examinations or high school grade point averages, for example, do not meet criteria recommended for success, the Committee may suggest Commitment Program placement for students who show alternative evidence of ability and motivation to earn a college degree. The primary goals of the program are to provide a means for entering college, the support needed to be a successful learner and development of the analytical processes that lead to high achievement.

Commitment Program students who make acceptable progress, remain in the program for two semesters. With successful completion of their freshman year, they are fully admitted into the University in good standing. Commitment Program students receive specialized advising, access to a variety of academic and nonacademic support systems and instruction in reading, writing and other aspects of life-long learning. A program fee, required of all Commitment students, is assessed upon entrance into the program to help offset the cost of providing these services.

Students are required to attend and pass required Learning Support classes with a grade of "C" or better, and they must maintain an acceptable grade point average in regular Regis courses as well. Students are also required to agree not to participate in sports, forensics or other activities which, in the judgment of the program director, may interfere with class attendance. Off-campus employment, team events or other extracurricular activities that may hinder scholastic success are also limited.

STUDY ABROAD

Regis College encourages study abroad in the following programs:

1. St. Louis University's Junior Year in Madrid, Spain. This program is designed for students who wish to acquire a facility in the Spanish language, as well as immerse themselves in the traditions of Hispanic civilizations.
2. Richmond University in London. This setting is ideal for anyone interested in one semester or a year of study in political science, international business management, history, literature and/or theater arts. The experience is enhanced by a prolonged contact with an international body of faculty and students, while being within easy reach of the continent and a direct European experiences.

3. Regis College has developed a list of recommended study abroad programs. Students are able to petition for approval of other programs in which they wish to participate and are not prevented from participating in accredited programs not on the list. Students who wish to participate in approved programs are able to gain prior approval of transfer credit.

Information on these programs is available in the Office of Experiential Education. Interested students should also confer with a member of the Modern Language Department about programs appropriate to their interest and language skills.

A Concurrent Enrollment Request Form and a Leave of Absence Form must be obtained from the Regis College Dean's Office. The completed forms must be returned to that office with the Academic Advisor's signature on the Concurrent Enrollment Request Form before the student leaves to study.

AIR FORCE RESERVE OFFICER TRAINING CORPS

The United States Air Force Reserve Officer Training Corps, through an agreement between Regis University and the University of Colorado at Boulder, offers two programs leading to a commission in the United States Air Force upon receipt of the bachelor's degree. Graduate students may be commissioned upon the completion of twelve (12) hours of the Professional Officer Course and a six-week summer training program. The Professional Officer Course is completed over two academic years with three (3) credit hours awarded for each fall and spring semester.

Standard Four-Year Course

This program is offered in three parts: the General Military Course for lower division (freshman and sophomore) students; the Professional Officer Course for upper division students; and Leadership Laboratory (attended by all students). Completion of a four-week summer training program is required prior to entry into the professional officer course.

Modified Two-Year Program

This program is offered to full-time, regularly enrolled degree candidates at both undergraduate and graduate levels who have at least two years remaining at Regis University when they enroll. Those selected for this program must complete a six-week summer training program prior to commissioning.

AIR FORCE UNIVERSITY SCHOLARSHIP PROGRAM

Students participating in Air Force ROTC are eligible for Air Force ROTC College Scholarships. Students selected for this program receive grants that pay tuition, book costs, and non-refundable educational fees and provide subsistence of \$150 per month, tax free. Scholarships are available to men and women for two- or three-year periods. All students enrolled in the Professional Officer Course receive \$150 per month subsistence during the regular academic year. They also receive \$1,000 per semester if their previous semester grade point average is 2.35 or higher.

AFROTC cadets may fly with the Civil Air Patrol during the academic year. During the summer, classes in sky diving and flying gliders are also available.

AFROTC credit for graduation is awarded by Regis University. Enrollment in the AFROTC program is accredited through the University of Colorado Continuing Education program after payment of appropriate tuition. All classes are held on the Boulder Campus. Interested students should contact the Professor of Aerospace Studies, Folsom Stadium, Gate 5, Room 224, University of Colorado, Boulder, CO 80309. Telephone: (303) 492-8351.

ARMY RESERVE OFFICER TRAINING CORPS (MILITARY SCIENCE)

Through an agreement between Regis University and University of Colorado, Boulder, Regis offers two Army ROTC programs leading to a commission in the Active Army, National Guard or Army Reserve. All class work is conducted on the University of Colorado Boulder or Colorado School of Mines Campuses.

Four-Year Program

The standard four-year program consists of two phases. The basic course, normally completed during the freshman and sophomore years, consists of courses in military science, officer career development, leadership theory and management. The advanced course coincides with the junior and senior years. Subject areas include leadership techniques, methods of instruction, tactics and unit operations, military law, history, national strategy and Army policies. Completion of a six-week advanced camp in the summer is required prior to commissioning, with attendance at this camp normally between the junior and senior years. Students should check with the Military Science Department at University of Colorado, Boulder, or Colorado School of Mines about the required courses.

Two-Year Program

The abbreviated two-year program consists of the same courses offered in the advanced course; however, both

undergraduate and graduate students may become qualified for this program through successful completion of a six-week summer basic camp. Students should contact a professor of military science at University of Colorado, Boulder or Colorado School of Mines for specific requirements and options available based on each student's status at the time of program entry. Students who are veterans of military service or have participated in Junior ROTC or similar organizations, may have a portion or all of the basic requirements waived by a professor of military science at University of Colorado, Boulder.

Scholarships

Students selected for an Army scholarship receive full tuition at Metropolitan State College of Denver. The scholarship also pays a flat rate for books, laboratory fees and \$150 a month for up to ten months a year. Students enrolled on campus full-time may compete for three-year and two-year scholarships. All scholarships benefits are open to both women and men, regardless of current involvement in ROTC.

Guaranteed Reserve Force Duty (GRFD)

This program provides a guarantee that the student's obligation upon commissioning is fulfilled as a member of the Army Reserve or Army National Guard, instead of active duty.

For further information about Army ROTC, students may contact the professor of military science, University of Colorado, Boulder, (303) 492-6495.

SUMMER SCHOOL

The Summer Session extends from early May through mid-August. It is an integral part of the University year and provides an opportunity to complete work for degrees. It is also an opportunity for nondegree-seeking students to enrich themselves and improve their professional standing and for high school students to begin college early.

Regular courses in the Summer Session are equivalent to those offered in the regular academic year in content, method of instruction and credit, and require the same prerequisites. Courses are offered in most of the same areas that are available during the regular academic year. Also included are certain attractive institutes available only in the summer months.

Tuition and fees for the part-time student are the same as for full-time students. The section on Expenses provides further detail. Part-time students may apply for a tuition discount through the Educators Grant Program and the Continuing Education Grant Program. For information, students should contact the Office of Financial Aid or the Summer School Office.

ACADEMIC INFORMATION

THE REGIS COLLEGE UNDERGRADUATE PROGRAM

THE ACADEMIC YEAR

The academic year is divided into two semesters of 16 weeks each. The first semester begins with Orientation in late August and ends in mid-December. It is followed by a Christmas vacation of approximately three weeks. The second semester begins in early January and ends at approximately the close of the first week in May. The Summer Session extends from early May through the middle of August.

THE REGIS COLLEGE GUARANTEE

This is a program that guarantees that a new Regis College student can complete the requirements for a baccalaureate degree with a single major in four (4) years—eight (8) semesters—excluding Summer Semesters. If additional course work is required for graduation after the eight (8) semesters, and if the student is eligible for the Regis College Guarantee, students receive a full tuition grant from the Office of Financial Aid for the courses needed to graduate. The guarantee applies only to degree requirements, it does not apply to state licensure/professional requirements.

The guarantee program requires that a student complete eight (8) consecutive full-time semesters (a minimum of twelve [12] semester hours each) excluding Summer Semesters at Regis College and maintain a minimum 2.000 cumulative grade point average for each semester. The guarantee is extended to eight (8) semesters in five (5) years if a student obtains an approved leave of absence while a student at Regis. Students may apply for tuition-free studies with the Regis College Dean's Office during the eighth (8th) semester. The guarantee is a Regis College undergraduate program and is not extended to School for Professional Studies' or School for Health Care Professions' students.

THE ACADEMIC ADVISING PROGRAM

Academic advising is an integral part of the educational process in Regis College. It is the intent of this program to provide the student with a Faculty Advisor who assists the advisee to gain the maximum from his or her educational experience.

Each student at Regis is assigned an academic advisor who: (1) aids the student in planning an educational program consistent with his or her interests and capabilities; (2) provides information about the academic process and University resources; (3) counsels students who may be experiencing academic difficulties; and (4) refers students to any other areas of student services that can help the advisee with difficulties outside of the academic sphere.

The Advising Program is administered through the Office of the Associate Dean for the College. This office serves as a general source of information about campus resources and specialized programs.

MAJOR DECLARATION

At the close of the sophomore year, each student must select a major area around which most of his/her upper division course work centers. In some majors, even earlier decisions are encouraged. The programs in accounting, business administration, computer science, economics, education and the natural sciences require careful planning in order to meet all requirements during four (4) years.

COURSE LOAD / OVERLOAD

The average class load is fifteen to eighteen (15 to 18) semester hours. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of Incomplete are allowed to carry more than eighteen (18) semester hours. Permission to carry nineteen (19) or more semester hours (course overload) must be obtained from the Associate Dean for Regis College. If, in the judgment of the Associate Dean for Regis College, a student benefits by a reduced course load, the student is restricted to a course load of less than fifteen (15) semester hours.

UPPER DIVISION COURSES

Freshmen and sophomores are allowed to take upper division courses only if they have completed the prerequisites and if they have obtained the permission of the instructor of the course. Normally, that approval is secured by obtaining the instructor's signature on the registration form prior to submitting the form to the Office of the University Registrar. Juniors and seniors also must complete the prerequisites of an upper division course as listed in the *Bulletin* before enrolling for the course.

REGISTRATION

PROCEDURE

All students must consult with an Academic Advisor prior to registration. Students who have selected more than one

major must consult with all assigned advisors, as appropriate. Registration materials are available from the student's advisor. An advisor's signature on a student's registration form indicates that the course seems appropriate to the goals the student has outlined to the advisor. The signature does not constitute or imply a waiver of the published academic requirements of the University. It is the student's responsibility to study these requirements and make certain that course selections meet them.

As evidence of completed registration, a student must have clearance from the Office of Student and University Accounts Office by making payment in full or by participating in a monthly tuition payment program.

The University reserves the right to cancel a course when registration is not sufficient to warrant continuance, to divide a class if enrollment is too large for effective instruction and to change instructors.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

FINANCIAL CLEARANCE

It is University policy to expect payment for each semester at the beginning of the semester. A process called "financial clearance" has been established to allow the student an opportunity to pay in advance, arrange for a payment plan with the Office of Student & University Accounts, arrange for financial aid to cover all charges in advance and sign Perkins/Nursing promissory notes if applicable. If individual students fail to complete financial clearance by the financial clearance date designated in the University Calendar, their courses are dropped and a fee per day is charged for subsequent registration and late clearance. There is no guarantee that courses will be available subsequently if dropped for non-payment. Additional information regarding clearance is provided in the General Information section of the *Bulletin*. If other information is required, students should contact the Office of Student and University Accounts at 1-800-388-2366, extension 4126.

WITHDRAWAL FROM A COURSE

Students are permitted to withdraw from a course through 75% of the academic period.

A student who wishes to withdraw from a course or courses prior to the published final withdrawal date for the semester must obtain a course withdrawal form from the Office of the University Registrar. This form must be signed by the student's academic advisor and returned by the student to the Office of the University Registrar. The official date of withdrawal is the day the form, with the signature of the academic advisor, is submitted to the Office of the University

Registrar. The student receives a grade of "W" in the course(s) withdrawn. The grade is reflected on the transcript, but not calculated in the grade point average. The date of the withdrawal is also used to determine the rate of refund, if applicable. The student should retain his/her copy of the withdrawal form until a grade report reflecting the course withdrawal is received at the end of the semester.

WITHDRAWAL FROM REGIS COLLEGE

Students who withdraw from Regis College before the completion of a semester must inform the Retention Coordinator, Office of Admissions, Main Hall 217. The Retention Coordinator has a conference with any withdrawing student and authorizes withdrawal only after determining that the student has met financial and other obligations. Students who withdraw from the University with proper authorization receive a grade of "W" in each course for which they are enrolled at the time of withdrawal. The grade is reflected on the transcript, but not calculated in the grade point average.

Students who withdraw from the College without giving proper notification of their intention to withdraw receive a grade of "F" in all courses in which they are enrolled during the semester of withdrawal. Students may obtain the Total Withdrawal form from the Office of Admissions, Main Hall 217.

CONCURRENT ENROLLMENT AT ANOTHER COLLEGE OR UNIVERSITY

Information regarding institutions whose credit Regis University accepts in transfer is available from the Regis College Dean's Office. In order to insure acceptance of transfer credit once the student is enrolled at Regis University, prior verification by the Regis College Dean's Office is suggested for all concurrent enrollment. Concurrent Enrollment Request forms may be obtained from the Office of the University Registrar. Undergraduate students are not permitted to take the last thirty (30) semester hours of course work at another institution without permission of the Associate Dean for Regis College. A grade of "C-" or better must be earned for undergraduate course work to be accepted in transfer.

Students who wish to enroll for Summer Semester courses at another institution should have such courses approved by the Regis College Dean's Office prior to enrollment. Concurrent Enrollment Request forms may be obtained from the Office of the University Registrar.

CONCURRENT ENROLLMENT AMONG REGIS PROGRAMS

Generally, Regis College students are not eligible to register for courses offered by the School for Professional Studies or the School for Health Care Professions with the exception of Health Sciences courses offered through the School for Health Care Professions. In those rare cases where other such cross-registration is desired, written permission must be obtained from the appropriate administrative designee/Program Director and the Academic Dean for Regis College. Appropriate tuition and fee charges are then billed above and beyond charges for courses taken through the College.

ATTENDANCE AT FINAL EXAMINATIONS

Final examinations are assigned at the end of each semester. A student who is unable to take a final examination for a valid reason (i.e., emergency circumstances beyond the student's control) is eligible for a grade of Incomplete, which, if assigned, must be removed by the end of the next academic semester with the exception of Spring Semester. Incomplete grades assigned during Spring Semester must be finalized by the end of Fall Semester. A student must specifically request an Incomplete in writing from the instructor.

GRADE REPORTS

Deficient grades and grades for students whose status is other than "good standing" are reported by instructors at midsemester. These midsemester grades are mailed to the local address or an alternative grade address designated by the student. Grades of "D+" or lower are considered deficient. Only end-of-semester grades are official and entered on the student's permanent record. Final grades are mailed to the permanent address or an alternative grade address the student provides the Office of the University Registrar. By federal legislation (The Family Educational Rights and Privacy Act of 1974, as amended), grades can be released to parents or others only on specific written request of the student, unless the parent claims the student as a dependent for federal income tax purposes and certifies this fact. Release forms are available through the Office of the University Registrar. Grades cannot be released by telephone.

APPEALS OF DISPUTED GRADES

Grade appeals for Regis College undergraduate students must be initiated within the first month of the semester following receipt of the grade.

The following procedure is to be followed if a student wishes to protect a grade he or she received in a course:

1. The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow step 2.
2. At the student's request, the Department Chair arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of these three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. (Typically, a written statement from each party that the other party can review and respond to in writing is the first step.) Oral presentations to the committee are sometimes also useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.
3. The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination. Further appeals are not permitted.

DEAN'S LIST

For Fall and Spring Semesters, a Dean's List is created for Regis College undergraduate program students. A degree-seeking student who carries a semester load of fifteen (15) or more graded semester hours and who earns a minimum semester grade point average of 3.700, is placed on the Dean's List. A student who is required during the semester to take a Pass/No Pass course—and who also carries twelve (12) or more graded hours with a 3.700 semester grade point average—is eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

ACADEMIC STANDING AND PENALTIES

GOOD STANDING

A Regis College undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward the major or minor. A passing grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

At the end of each semester, students who are academically deficient, with grade point averages below 2.000, are reviewed by the Committee on Probation and Suspension. The committee may recommend to the Academic Dean for Regis College that one of the following actions be taken: academic warning, probation, suspension or dismissal.

WARNING

A student with a semester grade point average below 2.000 and a cumulative grade point average above 2.000, is placed on academic warning. Although academic warning indicates an academic deficiency, it is not as severe as academic probation and is not posted on the student's permanent academic record (transcript).

PROBATION

A student with a cumulative grade point average below 2.000 is placed on academic probation. The committee sets forth certain conditions that the student must meet within a specified time period. Although a student's grade point average is the primary determinant in decisions regarding probation, other stated conditions must be met in order to remain in the College. Failure to meet any of the specified conditions may result in suspension.

A student is not permitted to reenroll unless he/she has agreed in writing to all conditions set forth. Academic probation is recorded on the student's permanent academic record (transcript).

ACADEMIC SUSPENSION

Academic suspension is action taken by Regis University for any probationary student with an unacceptable cumulative grade point average. Academic suspension renders him/her ineligible to return to Regis for a period of twelve months. During that time the student must satisfactorily complete (grade of "C" or better) at least twelve (12) semester hours (or equivalent quarter credits) at another regionally accredited institution. The student must obtain prior approval from Regis University of transferability of this course work. This action may be taken for any student whose cumulative grade point average has fallen below 2.000. In addition, academic suspension may be taken for any student whose cumulative grade point average has fallen below a provisional grade point average agreed upon between the student and the Associate Dean for Regis College. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Suspension Criteria

1. Any student on academic probation whose cumulative grade point average has fallen below the minimum standard established for his/her class level is, under ordinary circumstances, suspended.

Class	Semester Hours Attempted	GPA
Freshman	0 to 29	1.600
Sophomore	30 to 59	1.800
Junior	60 to 91	2.000
Senior	92 or more	2.000

2. Any student on academic probation whose cumulative grade point average has fallen below 2.000, may be suspended (the table in item 1 notwithstanding).
3. Any transfer student accepted by Regis College (undergraduate program) on probation for the first twelve to fifteen (12-15) semester hours, may be suspended at the completion of the twelve to fifteen (12 to 15) hours if his/her Regis cumulative grade point average is below 2.000.
4. Commitment Program students are, by definition, on probation for two semesters when they enter Regis University. The Commitment Program student is suspendable if a grade of "C-" or better is not earned in all Commitment courses or if the cumulative grade point average falls below 1.600 (the standard established for all freshmen).
5. Any student who has met an agreed-upon provisional grade point average for the semester may be given the status of Probation Continued. This is a student (usually a freshman) who has earned an extremely low cumulative grade point average and, consequently, finds it almost mathematically impossible to attain a sufficiently high grade point average to be restored to Good Standing or even to be placed above the minimum for his/her class level. Such students have entered into an agreement with the Associate Dean for Regis College who acts on behalf of the Committee on Probation and Suspension. The agreed-upon grade point average is set within a range of what is a fair and reasonable expectation for the student in question (frequently between 2.000 and 2.300). A student failing to make the agreed-upon grade point average for the semester is suspended.
6. Three semesters are the maximum a student may be on probation during his/her academic career. (Commitment Program students have a maximum of three semesters after the completion of their first two semesters at Regis College.) Thereafter, failure to maintain a 2.000 cumulative grade point average results in automatic suspension.

7. Part-time students (those enrolled for eleven [11] or fewer semester hours) and unspecified students are held to the same standards as full-time students.

ACADEMIC DISMISSAL

Academic dismissal is action taken by Regis University that renders the student ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and been re-admitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average, the minimum standards for his/her class level, or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and the Associate Dean for Regis College. Academic dismissal is recorded on the permanent academic record (transcript).

APPEALING THE SUSPENSION OR DISMISSAL DECISION

Upon being notified of academic suspension or dismissal, a student who wishes to appeal should follow the procedures listed next.

1. Write a letter to the Chair of the Appeals Committee stating:
 - a. Why the suspension/dismissal decision should be reversed, including the student's honest and straightforward assessment of how the academic troubles came about, and some indication that the student is ready to continue serious academic work.
 - b. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - c. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.
3. Contact the advisor, faculty members, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline. The appeals committee is interested in any pertinent information that has genuine bearing on the matter. The committee focuses on why the student should be allowed to continue study at the University, and why the student failed to reach his or her academic goals.

STANDARDS OF CONDUCT

A detailed summary of regulations and the student discipline process is available in the *Regis University Student Handbook*, which covers all University students. Students may request a copy of the *Handbook* from the Division of Student Life located in the Student Center.

LEAVE OF ABSENCE

Students who plan to leave Regis College for one or two semesters and then plan to return have the option of applying for a leave of absence. This status guarantees them the same Core Studies and major/minor requirements that applied to them before leaving Regis and also allows them to preregister during the semester prior to their return. Leave of Absence application forms are available in the Regis College Dean's Office.

If a student does not complete a Leave of Absence form or if the leave of absence has expired (after two semesters) and later returns to Regis College he/she must be readmitted to the College. The student is held to the current Core Studies and major/minor requirements. Requests for exceptions should be made in writing to the Academic Dean for Regis College.

GRADUATION PROCEDURES AND REGULATIONS

APPLICATION

The Application for Graduation form and graduation fee must be submitted by undergraduate students to the Regis College Dean's Office before eligibility for graduation can be evaluated. This Application for Graduation is required at least one semester prior to the semester in which the student expects to complete graduation requirements or, for undergraduate students, after ninety-two (92) semester hours have been completed. Specific application deadlines are available from the Regis College Dean's Office. Failure to make application by the proper date may delay graduation.

Application Information

A Regis cumulative grade point average of 2.000 for undergraduate students is required in order to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation to a subsequent semester.

Application Processing

1. Each student completing course work at an institution other than Regis University must complete a

Concurrent Enrollment Request form in advance for approval of transfer of credit to Regis.

2. If required, Letters of Early Grade Release (for course work in progress at another institution) must be received by the Regis College Dean's Office five (5) working days before the graduation date for which the student has applied to graduate.
3. All documentation of Portfolio credit awards and official test score documentation (e.g., CLEP) must be received by the Regis College Dean's Office five (5) days prior to the graduation date for which the student has applied to graduate.
4. All official transfer transcripts from other institutions documenting credit needed to meet a Regis degree requirement must be received by the Regis College Dean's Office no later than four (4) weeks following the graduation date for which the student has applied to graduate.

Delays in the receipt of these materials by the Regis College Dean's Office by the stated deadlines may delay graduation to a subsequent semester.

DEGREE AWARD

Students graduate the semester that all requirements are met and documentation of such is received by the Regis College Dean's Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may cause the degree to be awarded in a subsequent semester.

FINANCIAL CLEARANCE

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists.

ATTENDANCE AT COMMENCEMENT EXERCISES

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation Form of the student's intent to participate in commencement. Undergraduate students are allowed to march in commencement if they are within twelve (12) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

UNDERGRADUATE PROGRAM EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION FEES

Application Fee

A non-refundable fee of \$40 is required with the completed application for admission from all new students, transfer students and nondegree-seeking students.

Advance Deposits

A non-refundable deposit of \$150 is required for students enrolling at Regis University for the first time (new students, transfer students and nondegree-seeking students). This deposit is applied to the student's account after the end of the add/drop period.

For students who plan to live on campus, an additional non-refundable deposit of \$150 is required each academic year. This \$150 includes a \$75 room reservation deposit, applied to the student's account after the end of the add/drop period, and a \$75 dorm damage deposit applied to the student's account when he/she ceases to be a dorm resident or at the end of each Spring Semester.

REGIS COLLEGE UNDERGRADUATE CHARGES PER SEMESTER FOR THE 1998 - 1999 ACADEMIC PERIOD

Tuition and Fees

Full-time (12-18 semester hours)	\$7,800
Part-time (per semester hour under 12 hours)	\$485
Overload (per semester hour over 18 hours, in addition to the full-time rate)	\$485
Application Fee (one-time fee, paid upon submission of the prospective student's application to Regis)	\$40
Orientation Fee (one-time fee for new students)	\$75
Student Activity Fee *	
Full-time students	\$85
Part-time students (6-11 semester hours)	\$60
Health Insurance (per semester, waived with proof of other insurance)	\$304
Late Clearance Fee (per day late)	\$70
Graduation Fee (one-time fee, paid in the final semester before graduation)	\$80

I.D. Replacement Fee	\$15
Returned Check Fee	\$20

* Set by Student Executive Board.

NOTE: Fees are determined by the Regis University Board of Trustees and are subject to change.

Course and Program Fees

Science Laboratory (Regis College courses)	\$100
Student Teaching	\$200
Commitment Program (per semester)	\$700
Rush Transcript Fee (same day service)	\$5

Housing Charges (Per Semester)

Unmarried freshmen students from outside the Metro Denver area are required to reside on campus and obtain a Student Center meal plan.

DeSmet Hall

Double occupancy	\$1,700
Regular single occupancy	\$2,200

O'Connell Hall

Double occupancy	\$1,700
Large single occupancy (one student occupying a double occupancy room)	\$2,200

West Hall

Double occupancy	\$1,950
Large single occupancy	\$2,550

Meal Plans and Charges

Every resident student is required to select one of several meal plans. The plans are designed to meet a variety of preferences and offer Dining Hall meals and/or Cash Value ("Munch Money") in various combinations.

All students who live on campus must participate in a meal plan; off-campus students may participate if they wish. Meal plan services are not transferable between students. Upon selection of a meal plan and financial clearance, each student is provided with a meal card.

Meals are served in the University Student Center. Three meals per day are served Monday through Saturday with two meals per day served on Sundays and holidays. The Dining Hall is closed during vacation periods. All meals are carefully planned by a national food service firm specializing in the operation of university dining facilities.

Munch Money is pre-paid credit that may be used throughout the academic year in the Dining Hall, the Snack Bar, the Ranger Station (for food items only) and for pizza

delivery offered by the campus food service. Any student may purchase Munch Money in increments of \$50 from the food service and may charge the cost to his/her student account. Charges for Munch Money may be restricted if a student's account is not current.

Plan/Charges Per Semester

Superflex (250 meals plus \$125 Munch Money)	\$1,550
Flex (75 meals plus \$375 Munch Money or 90 meals plus \$275 Munch Money)	\$1,400
Mini-Flex (50 meals plus \$300 Munch Money)	\$1,200

HEALTH AND ACCIDENT INSURANCE

Hospitalization, dental care and personal visits to or by a physician are the responsibility of the student and his/her parents or legal guardian. Charges for such services are sent directly by the physician, surgeon or hospital to the student or the student's parents or legal guardians.

Every precaution is taken in the science laboratories to provide for the safety and well-being of students. Adequate instruction regarding the hazards involved is given and, when necessary, special safety equipment is provided.

All registered full-time students and full-time traditional option nursing students are automatically enrolled in a health insurance plan at registration. The premium for coverage is added to the student's tuition and fees billing statement unless the student has waived the health insurance plan by providing evidence of alternate coverage. Waiver cards can be obtained in the Student Life Office located on the second floor of the Student Center. The current cost is \$304 per semester. The Spring Semester premium covers the student through the Summer Semester. The carrier is Mega Life and Health Insurance Company of Dallas, Texas. This insurance supplements the routine care offered by the Student Health and Counseling Services.

OTHER FEES

Certain courses carry a fee to cover the cost of special materials, field trips, language laboratories, private lessons, etc. These fees are listed with the course offerings each semester (i.e., Regis College Schedule of Courses) and are assessed at the time a student registers for the course.

If incurred, other fees may be charged for special examinations, library fines and parking fines.

Books and Supplies

Books and supplies average \$200 to \$400 per semester.

Personal and Living Expenses

The amount of money spent by a student for all expenses during an academic year, August to May, varies with current prices and the habits and needs of the student; therefore, estimates of the amount of money needed by individual students for such items as entertainment, laundry and clothing are not reflected here. Students should have sufficient financial resources to ensure successful completion of each semester.

PAYMENT OF STUDENT ACCOUNTS

Clearance

Clearance takes place at the beginning of every semester. Each Regis College undergraduate student, traditional option Nursing Program undergraduate student and Physical Therapy Program student is expected to complete this process. Clearance provides students an opportunity to verify or change room and meal plans, to verify and complete financial aid arrangements and to pay all related account charges. Students who do not satisfactorily complete financial clearance by the published deadline have their course schedules dropped. There is no guarantee that courses will still be available if dropped for non-payment.

Clearance information (e.g., times, dates and charges) is mailed by the Student and University Accounts Office to students approximately three (3) weeks prior to the beginning of each semester.

All charges made to student accounts during the year are itemized on a monthly statement. These statements are mailed to the billing address designated by the student. Statements for the preceding month should be expected by the tenth of the month and payment is due by the date indicated on the statement. If payment is not received on any student account on or before the date indicated, finance charges accrue at the rate of one and one-half percent per month (Annual Percentage Rate of 18%) on the unpaid balance. Regis University does not register a student with a past due balance or issue transcripts or diplomas to any student or former student with financial obligation. Financial obligations include deferred tuition and past due Perkins/Nursing loans. Additionally, students who are not enrolled at least part-time, must complete an Exit Interview for Perkins/Nursing loans (if applicable) before transcripts and diplomas are issued. Students are obligated to reimburse the University for all expenses incurred in the collection of past-due accounts including, but not limited to, collection fees, court costs and attorney's fees.

Financing of Student Accounts

All tuition and fees are payable in advance of each semester. Thus, financial plans should be made early to avoid problems that might occur at the time of Clearance.

Students, parents or legal guardians who wish to make arrangements for financing should do so with a bank or other commercial lending institution that handles such financing. MasterCard, VISA, American Express and Discover Card are accepted by Regis University. In addition, a monthly tuition payment program is available to all Regis students by special arrangement with the Office of Student and University Accounts.

The Student and University Accounts Office is pleased to assist students, parents or legal guardians in making arrangements for payment through outside organizations or by direct bank wire transfer of funds for clearance.

Returned Checks

Any student who presents to the University a check that is not accepted for payment by the bank because of insufficient funds, nonexistence of an account or other reasons for which the student is responsible, is charged a fee of \$20. The student must make payment by cash or certified funds equal to the total of the invalid check, plus the fee to register for additional courses. In addition, a financial hold is placed on academic transcripts and diplomas until the invalid check amount and fee have been paid. Failure to do so may result in registration denial and a financial hold on academic transcripts and diplomas.

REFUND SCHEDULE FOR AUTHORIZED WITHDRAWAL FROM REGIS UNIVERSITY

The official date of withdrawal from the University or from a course is the date that the withdrawal request is submitted to the Office of the University Registrar for processing. Notice of withdrawal from the University must be received by the Office of the University Registrar in writing using an official University withdrawal form. The date the withdrawal request is processed and the date the student vacates the residence hall, if applicable, determines the amount of refund credited to the student. Refund policies are further described in the General Information Section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

The following refund schedule applies to tuition and fees:

Withdrawal Period	Refund
First Week (Add/Drop Week)	100%
Second Week	87%
Third Week	81%
Fourth Week	75%
Fifth Week	69%
Sixth Week	62%
Seventh Week	56%
Eighth Week	50%
Ninth Week	44%
Tenth Week	37%
Eleventh - Sixteenth Week	0%

The following refund schedule applies to housing and meal plans:

Withdrawal Period	Refund
First Week	100%
Second Week	87%
Third Week	81%
Fourth Week	75%
Fifth Week	69%
Sixth Week	62%
Seventh Week	56%
Eighth Week	50%
Ninth Week	44%
Tenth Week	37%
Eleventh Week	31%
Twelfth Week	25%
Thirteenth Week	19%
Fourteenth - Sixteenth Week	0%

ADMISSION

GENERAL STATEMENT

The Regis College Undergraduate Program of Regis University (hereafter referred to as Regis College) uses two general approaches in evaluating any applicant for admission--documentary evidence of achievement and evaluation of the individual's potential for success at Regis.

Completed applications and all required documentation for admission must be received by the Office of Admissions no later than two weeks before the start of classes each semester. Admissions can be unavailable due to a wait list and/or other enrollment restrictions. Students applying after this deadline may be required to have an interview with the Director of Admissions and/or representatives of the Admissions Committee.

All documents submitted during the application process become the property of Regis University.

ADMISSION REQUIREMENTS

The Regis University Vice President for Academic Affairs sets the minimum requirements for admission, and these requirements are subject to change annually.

High School Graduates

All applicants are subject to the following requirements:

1. An applicant to the Regis College Undergraduate Program must have graduated from or be in his/her last year at an accredited secondary school and must have a satisfactory cumulative grade point average.

2. The applicant must submit scores from either the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board.
3. A minimum of fifteen (15) academic units must have been successfully completed between grades 9-12.
4. Letters of recommendation are required.
5. Interviews are encouraged and, in some instances, may be required.
6. A personal essay is required.

Degree-seeking students who graduated from high school more than five (5) years ago, and who do not meet the regular admission requirements, may be considered for a nine (9) semester hour unclassified admission to Regis College. A personal interview may be required.

General Educational Development Diploma Recipients

A student who has received a General Educational Development (GED) diploma is eligible for admission to Regis College. Applicants who have received a GED diploma should contact the Director of Admissions. The Director of Admissions will require additional data or a personal interview for admission.

Transfer Students

Applicants are granted admission on the basis of academic record and the intended field of study. A student wishing to transfer to Regis College must have a satisfactory cumulative grade point average. Class status is determined by the number of hours that are transferable from a regionally accredited institution. Specific questions concerning the evaluation of credits should be directed to the Office of Admissions. Transfer students are not admitted with senior standing unless they are willing to complete their final thirty (30) semester hours at the University.

Students who wish to transfer to Regis College should:

1. Request an application for admission from the Regis College Office of Admissions.
2. Return the completed application with a \$40 non-refundable fee (check or money order).
3. Submit official transcripts from each college or university previously attended. Failure to submit all previous transcripts of course work leads to cancellation of admission or suspension from the College.

NOTE: Official transcript evaluations are completed by Regis University only after the student has been

admitted and the student has submitted the required official credentials.

Returning Students

Students who attended Regis College and have not attended another institution since their departure from Regis are eligible to return to the College if they were in good academic standing at the time of their exit.

Students who have attended another institution during their leave from Regis College must submit a transcript of all course work attempted during their leave. The admission decision is based on the student's academic performance at the college or university attended during the interim and his/her Regis grade point average.

If the student returns to Regis after a year or longer absence, he/she must reapply to the University. If the student is returning within one year of leaving Regis, it is not necessary to reapply. However, it is necessary to request that the student's file be activated by completing a Regis College reactivation form. No admission fee is assessed for returning students.

International Students

All international students seeking admission to Regis College should check directly with the Regis College Office of Admissions for specific information.

All international students must complete the general admission requirements for the program of interest and also satisfy the following requirements:

1. Submit an official score report of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85 or complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed with a satisfactory grade within one year prior to acceptance into the program.
2. Submit a completed International Student Demographic Form.
3. Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until after the student has been admitted by the College and has remitted the year's total tuition, fees, and room and board, as appropriate.

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

All documents submitted during the application process become the property of Regis University.

Nondegree-Seeking Students (Unspecified Student)

Nondegree-seeking students who desire nine or fewer semester hours of credit may enroll at Regis College as unspecified students if they possess a high school diploma or equivalent certificate. Unspecified students must submit applications before the beginning of the semester in which they plan to enroll. A nonrefundable \$150 deposit, which reserves academic space, is required.

An unspecified student may take any lower division course with the exception of courses in the Commitment Program. Such a student may not live in the College residence halls. Unspecified students are held to the same academic standing policies as full-time degree-seeking students.

Unspecified students who have already earned a bachelor's degree need not apply for formal admission to Regis after attempting nine (9) hours. These students are also permitted to take upper division course work. Undergraduate part-time students who have not previously earned a degree and wish to register for courses above the nine (9) hour limit, need to apply for admission to a degree program through the Office of Admissions.

ADMISSION ON ACADEMIC PROBATION

Regis College recognizes that some students have had setbacks in earlier academic endeavors and are now motivated to perform well academically. These students include applicants who present either low ACT or SAT scores, a low grade point average from another college/university, or high school, and/or have been out of school for at least three (3) years. The College is willing to consider some students with these profiles for probationary admission to the College. The academic performance of each student admitted on probation is reviewed at the end of one semester to determine whether the student may continue to attend the College.

ADMISSION PROCEDURES

New freshmen who wish to enroll at Regis should:

1. Request an application for admission from the Regis College Office of Admissions.

2. Return the completed application with \$40 non-refundable fee (check or money order).
3. Request an official transcript of all secondary school work and college-level advanced courses to be forwarded to the Office of Admissions.
4. If entering Regis immediately upon completion of secondary school, ACT or SAT results should be forwarded to the Office of Admissions.
5. Request that letters of recommendation be forwarded to the Office of Admissions.
6. Enclose a personal essay. Additionally, an interview may be required.

LATE ADMISSIONS POLICY

1. Students who apply on or before the first day of class may be allowed, at the discretion of the Academic Dean, to register as late as the end of the add/drop period.
2. Students who wish to apply between the first day of class and the end of the add/drop period are cleared on a case-by-case basis.
3. Students should have at least a current unofficial transcript. Any student attempting to process financial aid or veterans benefits paperwork, or those who cannot meet their financial obligation immediately, are encouraged to wait until the following semester.
4. Late admission students do not have priority for enrolling in courses, especially closed courses.
5. A Dean's office designee is the advisor of these students to assist them with the immediate hurdles incurred by late arrival. The advisor deals with any additional student problems as required during the course of the semester.

COMPETENCY-BASED CREDIT

Competency-based credit is awarded for non-classroom experiences. This includes National Standardized exams such as College Board Advanced Placement (AP) Examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing Program and International Baccalaureate (IB) Program. In addition, credit may be awarded for selected courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement. All grading for prior learning assessment is on a Pass/No Pass basis for

Challenge Exams, with the grade awarded posted on the academic transcript.

College Board Advanced Placement Program (AP)

Credit and/or placement in advanced course work is awarded for AP examinations. Minimum scores required for awarding of credit and/or placement are established by the University. Students should check with the Regis College Office of Admissions to determine minimum scores required and how credit awarded for AP examinations satisfies degree requirements.

Challenge Exams

The procedures for obtaining credit by exam through Regis College Challenge Exams are as follows:

1. The student should complete the application for credit by exam and submit the form to the Office of the University Registrar.
2. The University Registrar submits the application to the appropriate Department Chair or Area Coordinator.
3. The Department Chair or Area Coordinator determines whether the student has a basis for attempting to receive credit by exam and whether or not credit by exam may be given for the course (e.g., PE skill course).
4. The application is returned to the Office of the University Registrar within a week with the Department Chair's or Area Coordinator's response. The Department Chair or Area Coordinator should also indicate the date, time and place of the exam for which approval has been granted. The Department Chair/Area Coordinator designates the individual in the department who creates, administers and corrects the exam.
5. The student should present the approved application, which he/she receives from the Office of the University Registrar, to the Student and University Accounts Office. A per credit-hour fee is paid to that office and the application is validated.
6. The student should present the validated application to the instructor who administers the exam. The instructor returns the application to the Office of the University Registrar with either a "P" (Pass) or "NP" (No Pass) grade indicated. A student may not retest if an "NP" grade is given.
7. The student and Department Chair/Area Coordinator are notified of the outcome by the Office of the University Registrar. The results of the exam are recorded on the student's permanent record.

College Level Examination Program (CLEP)

Credit may be awarded through the College Level Examination Program. CLEP exams cover material taught in either introductory or advanced level college courses. There are four general CLEP exams accepted by Regis University: English Composition, Humanities, Social Sciences/History (check Regis program for acceptance), and Natural Science. Accepted subject exams cover such areas as Business, Composition, Computer Science, Economics, History, Literature, Mathematics, Social Sciences and Natural Sciences. Regis University is an open test center offering CLEP exams at both the Denver and Colorado Springs campuses. Students should check with an Academic Advisor for the program policy regarding acceptable exams and scores. Minimum scores required for awarding of credit are established by the University.

Defense Activity for Non-Traditional Educational Support (DANTES)

DANTES examinations are similar to the CLEP examinations, but cover 17 additional subject areas. Counseling, Ethics, Geology, Astronomy, Risk and Insurance, Money and Banking, and Technical Writing are among the DANTES examinations administered at both Denver and Colorado Springs campuses. Students should check with an Academic Advisor to determine how to use the DANTES examinations in the Degree Plan. Minimum scores required for awarding of credit are established by the University.

International Baccalaureate Program (IB)

Credit is awarded for IB subject examinations that have been completed at the Higher level. A minimum passing score of four (4) is required. Students should check with the Regis College Admissions Office to determine how IB credit satisfies degree requirements.

ACADEMIC PROGRAMS

CORE STUDIES REQUIREMENTS

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements. In addition, departmental requirements for the major listed alphabetically in this section, also must be met to earn the baccalaureate degree.

The Regis College Core Curriculum

The Core curriculum is the intellectual design of the Regis College faculty. It embodies their vision of what it means to be an educated person. The Regis Core blends common academic experience through annual seminars required of all students with a flexible program of strong liberal arts studies. The curriculum is rooted in the rich heritage of Jesuit education from which it derives its organizing theme: How ought we to live? The Regis College Core prepares students for their roles as leaders in a culturally diverse democracy and for their lives in the service of others.

Organizing Theme: How Ought We to Live?

Derived from the University Mission Statement, the above question is reaffirmed as the organizing theme of the Core curriculum. Every course in the Core is designed to help students understand, explore and live this question.

The Competencies

The following competencies are essential for an educated person and are vital to the quest imposed by the Core theme. Students are expected to demonstrate increasing proficiency in these competencies as they progress through the Core curriculum:

- the basic literacies: writing, speaking, numeracy, reading and aesthetic;
- the ability to examine issues and ideas across the disciplines, to see and articulate the interconnected as well as the disparate in assumptions, contents and methods of different academic disciplines;
- the ability to articulate reasoned judgements, to think, to speak and to write critically.

The Seminars

A series of required Core seminars in the Regis Core curriculum offers Regis undergraduate students a unifying experience. In each year of the sequence, students choose

their seminar sections from a range of topics offered by faculty from the different academic disciplines.

The Core seminars are specifically designed to increase proficiency in the competencies listed above. Close examination of texts, interdisciplinary approaches to teaching, and an emphasis on enhancing critical thinking skills through competence in writing distinguish the learning process common to the seminars.

College Core Seminar offerings are listed in the Course Descriptions section (CCS prefix) of the *Bulletin*.

Freshman Commitment students must register for the seminars offered by the Freshman Commitment Program.

The Common Element

In addition to the Core seminars, the Core curriculum includes the following courses required for all students. While not exhaustive in number, these courses provide foundational content as well as the opportunity to develop required competencies.

CA 210--Speech Communication	3 SH
EN 210--Freshman Literature	3 SH
PL 250--Introduction to Philosophy	3 SH
RS 200--Introduction to Religious Studies	3 SH

The Distributive Element

Approximately half of the Core curriculum is comprised of the following distribution requirements, which allow students a range of choices and opportunities to explore while assuring a necessary breadth of educational experience:

Economic Systems Course	3 SH
Fine Arts Core (FAC)	3 SH
Foreign Language Courses	8 SH
Literature/Humanities Course	3 SH
Mathematics Course	3-4 SH
Natural Science with Laboratory Course	4 SH
Non-U.S. History Course	3 SH
Philosophy Course	3 SH
Religious Studies Course (300 level)	3 SH
Social Sciences Course	3 SH

Regis College Core Requirements

58-67 SH

Freshman or Transfer Seminar	CCS 200 (or CCS 200A and CCS 200B), CCS 250	3 or 6 SH
Sophomore Seminar	CCS 300	3 SH
Junior Seminar	CCS 400	3 SH
Senior Seminar	CCS 450	3 SH
Economic Systems	EC 200, PS 410, SO 472 or EC 320 and EC 330	3 or 6 SH
Fine Arts Core	FAC 200, FAC 211, FAC 350, FAC 351 or HU 203	3 SH
Foreign Language	Two semesters in one language	6-8 SH
Freshman Literature	EN 210 or HU 201 (with approval of Honors Program Director)	3 SH
Introduction to Philosophy	PL 250	3 SH
Philosophy Elective	PL	3 SH
Introduction to Religious Studies	RS 200	3 SH
Religious Studies Elective	RS or RC (300 level)	3 SH
Literature/Humanities Elective	EN (Literature only) or HU 205, HU 310, HU 311	3 SH
Mathematics	MT 201 or higher	3 or 4 SH
Natural Science with Laboratory	AS, BL, CH, EH, PH	4 SH
Non-U.S. History Elective	HS (selected courses)	3 SH
Social Science Elective	CJ, GY, HS, PS, PY, SO	3 SH
Speech Communication	CA 210	3 SH

NOTE: *Independent Study courses (490E-W) and Internship courses (498E-W) cannot be used to meet Regis College Core Studies requirements. Additional courses not permitted to meet Regis College Core Studies requirements are identified by a notation in the course description.*

Core Seminar Repeatability

Any student who fails a Core seminar (CCS 200-450) is required to repeat that seminar in a subsequent semester by taking a section of the seminar for which a failing grade was received. Students are subject to the Repeat Grade

Improvement Option guidelines as outlined in the General Information section of the Regis University Bulletin.

PROGRAMS OF STUDY

ACCOUNTING

MISSION STATEMENT

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How ought we live?"

The Division of Business offers two accounting majors:

- The Professional Accounting major is designed for students who are preparing to seek certification through examination after graduation as either a Certified Public Accountant (CPA) or Certified Management Accountant (CMA). The professional Accounting major does not require a minor.
- The Managerial Accounting major is designed to prepare students for entry level accounting positions in business and industry. The Managerial Accounting major requires a minor.

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the specified minimum grade point requirement requires approval by the Division Director upon recommendation of the student's advisor.
2. A student must have a grade point average of 2.500 or greater and be of junior or senior standing to enroll in AC 498E-W--Internship in Accounting. No more than one internship may be taken each semester. Any deviation from these requirements requires approval of the Division Director upon recommendation of the student's advisor. Students majoring in Accounting may use up to three hours of AC 498-E-W to meet upper division major requirements.

3. Up to three (3) additional hours of internship credit may be applied to most minors, and another three (3) hours may be used as general elective credit. In any case, no more than nine (9) hours of internship credit from the Division of Business can be counted toward graduation.

PROFESSIONAL ACCOUNTING MAJOR

66 SH

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Upper Division Requirements 42 SH

Twelve (12) upper division semester hours of Business Administration courses, which must include:

BA 481A--Business Law I	3 SH
BA 481B--Business Law II	3 SH
BA 430--Business Finance	3 SH
Upper Division Business Administration Elective	3 SH

Thirty (30) upper division semester hours of Accounting courses, which must include:

AC 410A--Intermediate Accounting I	3 SH
AC 410B--Intermediate Accounting II	3 SH
AC 410C--Intermediate Accounting III	3 SH
AC 420--Advanced Accounting	3 SH
AC 440--Cost Accounting	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 470--Accounting Theory	3 SH
AC 480--Auditing Principles and Procedures	3 SH

SAMPLE DEGREE PROGRAM FOR PROFESSIONAL ACCOUNTING MAJOR

FRESHMAN YEAR 33 SH

First Semester 16 SH

CCS 200--Freshman Seminar	
or	
CCS 250--Transfer Seminar	3 SH

AC 320A--Principles of Accounting I	3 SH
BA 230--Introduction to Computing	3 SH
MT 201--College Algebra (or higher-level mathematics course)	3 SH
Foreign Language Course	4 SH

Second Semester 17 SH

AC 320B--Principles of Accounting II	3 SH
BA 250--Introduction to Business	3 SH
BA 270--Introduction to Statistics	3 SH
Natural Science with Laboratory	4 SH
Foreign Language Course	4 SH

SOPHOMORE YEAR 33 SH

First Semester 18 SH

CCS 300--Sophomore Seminar	3 SH
AC 410A--Intermediate Accounting I	3 SH
PL 250--Introduction to Philosophy	3 SH
EN 210--Freshman Literature	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH
EC 320--Principles of Macroeconomics	3 SH

Second Semester 15 SH

AC 410B--Intermediate Accounting II	3 SH
AC 440--Cost Accounting	3 SH
BA 430--Business Finance	3 SH
Philosophy Course	3 SH
EC 330--Principles of Microeconomics	3 SH

JUNIOR YEAR 33 SH

First Semester 18 SH

CCS 400--Junior Seminar	3 SH
AC 410C--Intermediate Accounting III	3 SH
AC 450A--Income Tax Accounting I	3 SH
Fine Arts Core Course	3 SH
RS 200--Introduction to Religious Studies	3 SH
CA 210--Speech Communication	3 SH

Second Semester 15 SH

AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-For-Profit Accounting	3 SH
Literature/Humanities Course	3 SH
Non-U.S. History Course	3 SH
Religious Studies Course (300 level)	3 SH

SENIOR YEAR 29 SH**First Semester 15 SH**

CCS 450--Senior Seminar	3 SH
AC 420--Advanced Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
BA 481A--Business Law I	3 SH
Upper Division Business Administration Elective	3 SH

Second Semester 14 SH

AC 470--Accounting Theory	3 SH
BA 481B--Business Law II	3 SH
Social Science Course	3 SH
Electives	5 SH

MANAGERIAL ACCOUNTING MAJOR 42 SH**Lower Division Requirements 24 SH**

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH

Upper Division Requirements 18 SH

Three (3) upper division semester hours of Business Administration courses, which must include:

BA 481A--Business Law I	3 SH
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Fifteen (15) upper division semester hours of Accounting courses, which must include:

AC 410A--Intermediate Accounting I	3 SH
AC 410B--Intermediate Accounting II	3 SH
AC 440--Cost Accounting	3 SH
Upper Division Accounting Electives	6 SH

Accounting Minor Requirements 12 SH

A minor in Accounting is available only to Business Administration majors.

Twelve (12) upper division semester hours of Accounting courses selected with the approval of the major advisor.

PROFESSIONAL ACCOUNTING TRACK /MBA

The Professional Accounting Track (PAT) constitutes a collaborative effort among the faculty of the Division of Business of Regis College and the School for Professional Studies. This program prepares students to take the CPA and/or CMA exam. By combining the resources (course offerings and faculty) of Regis College and the School for Professional Studies graduate programs, students receive a Bachelor of Science in Accounting and an MBA degree.

Admission Requirements

Students are required to meet certain standards to complete this program. Upon reaching junior standing, students are required to initiate a request (application) for continuation in this program. The application process includes a minimum of the following:

- a writing sample,
- grade point average review,
- personal interviews with undergraduate and graduate advisors.

Depending on the outcomes of these minimum requirements for continuation, other requirements may be necessary, (e.g., the GMAT, certain course work, or additional interviews). The student's MBA advisor will make the final decision concerning the student's continuation.

Tuition and Fees

The Regis College Undergraduate Program charges per semester are listed in this section under the Undergraduate Program Charges heading of the *Bulletin*. MBA Program charges are listed in the SPS Graduate section under the MBA Program Charges heading.

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH

Upper Division Requirements 48 SH

AC 410A--Intermediate Accounting I	3 SH
AC 410B--Intermediate Accounting II	3 SH
AC 410C--Intermediate Accounting III	3 SH
AC 420--Advanced Accounting	3 SH
AC 440--Cost Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH

AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 470--Accounting Theory	3 SH
BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH
BA 475--Business Policy and Strategy	3 SH
BA 481A--Business Law I	3 SH
BA 495E--Ethical Decision Making	3 SH

MBA Requirements 30 SH

MBAA 602--Interpreting Accounting Information	3 SH
MBAA 605--Advanced Auditing	3 SH
MBAA 615--Income Tax Research	3 SH
MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 695--Strategies in a Global Environment	3 SH
MBAF 602--Financial Decision Making	3 SH
MBAM 608--Advanced Business Law	3 SH

Three (3) semester hours of MBA courses selected from the following:

MBAA 608--Accounting for the International Enterprise	3 SH
MBAF 605--International Financial Management	3 SH
MBAI 602--Issues in International Business	3 SH

Three (3) semester hours of MBA courses selected from the following:

MBAA 616--Accounting for Business Combinations	3 SH
MBAA 617--Accounting Systems	3 SH
MBAA 618--Advanced Cost Accounting	3 SH

ASTRONOMY

A major in Astronomy is not available. Astronomy course offerings are listed in the Course Descriptions section of the *Bulletin*.

BIOCHEMISTRY

The Bachelor of Science with majors in Biochemistry and Honors-in-Biochemistry are offered by the Department of Chemistry, which also offers degrees in Chemistry and Honors-in-Chemistry. The Biochemistry programs are designed for students who are interested in an integrated chemistry/biology curriculum that brings together the study of the following: fundamental chemical principles; biophysical and structural chemistry of biomolecules with an emphasis on proteins and nucleic acids; new DNA cloning and gene analysis techniques; advanced chemical instrumental methods; metabolic pathways; molecular

modeling and computational biochemistry; and advanced topics in biology such as genetics, microbiology and immunology. These biochemistry programs are suitable for students who hope to pursue careers in medicine, advanced degrees in various biochemically-related fields, or careers at one of more than one hundred biotechnology companies in the Denver metropolitan area.

BIOCHEMISTRY MAJOR 50 SH

Lower and Upper Division Requirements 50 SH

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 452A--Biochemistry I	3 SH
CH 452B--Biochemistry II	3 SH
CH 453--Biochemistry Laboratory	2 SH
CH 425--Advanced Laboratory I	
or	
CH 427--Advanced Laboratory II	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 495E-W--Seminar in Chemistry	1 SH
MT 360A--Geometry and Calculus I	4 SH
MT 360B--Geometry and Calculus II	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

Students majoring in Biochemistry are required to complete a minor or a second major in Biology. Course work used to fulfill the major/minor requirements must include:

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
BL 426--Techniques in Molecular Biology	2 SH
BL 427--Techniques in Molecular Biology Laboratory	2 SH

In addition, students are strongly encouraged to take one or more of the following courses to fulfill the upper division Biology electives in the major or minor:

BL 418--Microbiology	3 SH
BL 419--Microbiology Laboratory	1 SH
BL 466--Immunology	3 SH
BL 414--Principles of Genetics	3 SH

Honors-in-Biochemistry Major Requirements

In addition to the major requirements listed previously, students who complete the following courses may graduate with an Honors-in-Biochemistry major:

- BL490E-W--Independent Study in Biology
or
CH490E-W--Independent Study in Chemistry 1-4 SH
- CH424-Analytical and Instrumental Chemistry 2 SH

The advanced "Honors" curriculum was designed to meet the requirements for accreditation by the American Chemical Society, which will be pursued by the Regis College Department of Chemistry. When this accreditation is received, the name Honors-in-Biochemistry will be replaced by ACS Degree in Biochemistry.

**SAMPLE DEGREE PROGRAM FOR THE
BIOCHEMISTRY MAJOR**
(shown here with a minor in Biology)

FRESHMAN YEAR 33-35 SH**First Semester 16 SH**

- CH 210--Principles of Chemistry
or
CH 220--Honors Principles of Chemistry 4 SH
CH 211--Principles of Chemistry 1 SH
BL 262--Principles of Biology: Organismic Biology 3 SH
BL 263--Organismic Biology Laboratory 1 SH
CCS 200--Freshman Seminar 3 SH
MT 360A--Geometry and Calculus I 4 SH

Second Semester 17-19 SH

- CH 250--Organic Chemistry I 4 SH
CH 251--Organic Chemistry Laboratory I 1 SH
BL 260--Principles of Biology: Cellular and
Molecular Biology 3 SH
BL 261--Cellular and Molecular Laboratory 1 SH
MT 360B--Geometry and Calculus II 4 SH
Core Course/Electives 4-6 SH

SOPHOMORE YEAR 32-35 SH**First Semester 16-18 SH**

- CH 350--Organic Chemistry II 3 SH
CH 351--Organic Chemistry Laboratory II 2 SH
PH 204A--General Physics with Calculus I 3 SH
PH 205A--General Physics Laboratory I 1 SH
CCS 300--Sophomore Seminar 3 SH
Core Course/Electives 4-6 SH

Second Semester 16-17 SH

- CH 460--Inorganic Chemistry 3 SH
CH 461--Inorganic Chemistry Laboratory 2 SH
PH 204B--General Physics with Calculus II 3 SH
PH 205B--General Physics Laboratory II 1 SH
Core Course/Electives 7-8 SH

JUNIOR YEAR 30-33 SH**First Semester 16-18 SH**

- CH 430A--Physical Chemistry I 3 SH
BL 418--Microbiology 3 SH
BL 419--Microbiology Laboratory 1 SH
CCS 400--Junior Seminar 3 SH
Core Course/Electives 6-8 SH

Second Semester 14-15 SH

- CH 430B--Physical Chemistry II 3 SH
BL 414--Principles of Genetics 3 SH
Core Course/Electives 8-9 SH

SENIOR YEAR 37-39 SH**First Semester 16-18 SH**

- CH 452A--Biochemistry I 3 SH
CH 425--Advanced Laboratory I
or
CH 427--Advanced Laboratory II 2 SH
BL 426--Techniques in Molecular Biology 2 SH
BL 427--Techniques in Molecular Biology Lab 2 SH
CCS 450--Senior Seminar 3 SH
Core Course/Electives 4-6 SH

Second Semester 21 SH

- CH 452B--Biochemistry II 3 SH
CH 453--Biochemistry Laboratory 2 SH
CH 495E-W--Seminar in Chemistry 1 SH
BL 466--Immunology 3 SH
Core Course/Electives 12 SH

BIOLOGY**BIOLOGY MAJOR 57 SH**

**Lower and Upper Division
Requirements 57 SH**

- BL 260--Principles of Biology: Cellular and
Molecular Biology * 3 SH
BL 261--Cellular and Molecular Biology Laboratory 1 SH

BL 262--Principles of Biology: Organismic Biology *	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
MT 270--Introduction to Statistics	
or	
MT 370--Intermediate Statistics (or equivalent)	3 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

* May be taken in any sequence.

Eighteen (18) upper division semester hours of Biology courses, which must include:

BL 442--Investigative Biology I	3 SH
BL 495E-W--Seminar in Biology	1 SH
Upper Division Biology Electives	14 SH

NOTE: *The Biology Department recommends that students take as many upper division courses beyond the required eighteen (18) semester hours as can be accommodated. A comprehensive biology achievement exam must be taken after completion of BL 262 and BL 260 as a component of outcomes assessment.*

Biology Minor Requirements 12 SH

Prerequisites

BL 260--Principles of Biology: Cellular and Molecular Biology *	3 SH
BL 261--Cellular and Molecular Laboratory *	1 SH
BL 262--Principles of Biology: Organismic Biology *	3 SH
BL 263--Organismic Biology Laboratory *	1 SH

* May be taken in any sequence.

Upper Division Requirements

Twelve (12) upper division semester hours of Biology courses selected with the approval of the major advisor.

NOTE: *A comprehensive biology achievement exam must be taken after completion of BL 262 and BL 260 as a component of outcomes assessment.*

SAMPLE DEGREE PROGRAM FOR BIOLOGY MAJOR

FRESHMAN YEAR 36-37 SH

First Semester 18-19 SH

BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
Mathematics Course (determined by placement exam)	3-4 SH
CCS 200--Freshman Seminar	
or	
CCS 250--Transfer Seminar	3 SH
Core Course	3 SH

Second Semester 17 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
CH 250--Organic Chemistry I	3 SH
CH 251--Organic Chemistry Laboratory I	1 SH
Elective	3 SH
Core Courses	6 SH

SOPHOMORE YEAR 36-38 SH

First Semester 18-19 SH

Upper Division Biology Elective	3-4 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
Foreign Language Course	4 SH
CCS 300--Sophomore Seminar	3 SH
Core Course	3 SH

Second Semester 18-19 SH

Upper Division Biology Elective	3-4 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
MT 270--Introduction to Statistics	
or	
MT 370--Intermediate Statistics (or equivalent)	3 SH
Foreign Language Course	4 SH
Core Course	3 SH

JUNIOR YEAR 32-33 SH**First Semester 16 SH**

CCS 400--Junior Seminar	3 SH
Upper Division Biology Electives	3 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
Minor Course	3 SH
Core Course	3 SH

Second Semester 16-17 SH

Upper Division Biology Elective	3-4 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
Minor Course	3 SH
Core Courses	6 SH

SENIOR YEAR 29-34 SH**First Semester 15-18 SH**

BL 442--Investigative Biology I	3 SH
Minor Course	3 SH
Core Course	3 SH
Upper Division Biology Electives	3-6 SH
CCS 450--Senior Seminar	3 SH

Second Semester 14-16 SH

BL 495E-W--Seminar in Biology	1 SH
Core Courses	6 SH
Upper Division Biology Electives	4-6 SH
Minor Course	3 SH

BUSINESS ADMINISTRATION**MISSION STATEMENT**

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The divisions's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves, "How ought we to live?"

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement requires approval of the Division Director upon recommendation of the student's advisor.
2. A student must have a grade point average of 2.500 or greater and be of junior or senior standing to enroll in BA 498E-W--Internship in Business. No more than one internship may be taken each semester. Any deviation from these requirements requires approval of the Division Director upon recommendation of the student's advisor. Students majoring in Business Administration may use up to three hours of BA 498E-W to meet upper division major requirements.
3. Up to three (3) additional hours of internship credit may be applied to most minors and another three hours may be used as general elective credit. In any case, no more than nine (9) hours of internship credit from the Division of Business can be counted toward graduation.

BUSINESS ADMINISTRATION MAJOR 45 SH**Lower Division Requirements 24 SH**

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours of Business Administration courses, which must include:

BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH
BA 475--Business Policy and Strategy	3 SH
BA 481A--Business Law I	3 SH
Upper Division Business Administration Electives	6 SH

Business Administration Minor Requirements 12 SH**Prerequisite**

BA 250--Introduction to Business	3 SH
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Upper Division Requirements

Twelve (12) upper division semester hours of Business Administration courses selected with the approval of the major advisor.

**SAMPLE DEGREE PROGRAM FOR
BUSINESS ADMINISTRATION MAJOR****FRESHMAN YEAR 33 SH***First Semester 16 SH*

CCS 200--Freshman Seminar	3 SH
BA 230--Introduction to Computing	3 SH
MT 201--College Algebra (or higher-level mathematics course)	3 SH
Foreign Language Course	4 SH
AC 320A--Principles of Accounting I	3 SH

Second Semester 17 SH

BA 250--Introduction to Business	3 SH
BA 270--Introduction to Statistics	3 SH
Natural Science with Laboratory	4 SH
Foreign Language Course	4 SH
AC 320B--Principles of Accounting II	3 SH

SOPHOMORE YEAR 33 SH*First Semester 18 SH*

CCS 300--Sophomore Seminar	3 SH
PL 250--Introduction to Philosophy	3 SH
RS 200--Introduction to Religious Studies	3 SH
EN 210--Freshman Literature	3 SH
EC 320--Principles of Macroeconomics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Second Semester 15 SH

Non-U.S. History Course	3 SH
Philosophy Course	3 SH
CA 210--Speech Communication	3 SH
Religious Studies Course (300 level)	3 SH
EC 330--Principles of Microeconomics	3 SH

JUNIOR YEAR 33 SH*First Semester 18 SH*

CCS 300--Junior Seminar	3 SH
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BA 461--Management	3 SH
BA 420--Marketing	3 SH
Literature/Humanities Course	3 SH
Fine Arts Core Course	3 SH
Minor Course	3 SH

Second Semester 15 SH

BA 481A--Business Law I	3 SH
BA 430--Business Finance	3 SH
Social Science Course	3 SH
Elective	3 SH
Minor Course	3 SH

SENIOR YEAR 29 SH*First Semester 15 SH*

CCS 450--Senior Seminar	3 SH
Upper Division Business Administration Elective	3 SH
Electives	6 SH
Minor Course	3 SH

Second Semester 14 SH

BA 475--Business Policy and Strategy	3 SH
Upper Division Business Administration Elective	3 SH
Electives	5 SH
Minor Course	3 SH

CHEMISTRY**DEPARTMENTAL INFORMATION**

- The Department of Chemistry offers two majors: a major in Chemistry and a major in Biochemistry (as outlined in the Regis College Academic Programs section of this *Bulletin*). Both majors also include an honors track: Honors-in-Chemistry and Honors-in-Biochemistry. The "Honors" curriculum in both majors follows the guidelines recommended by the American Chemical Society (ACS).
- The Traditional Chemistry major is designed for the liberal arts student who seeks an appreciation of chemistry but does not intend to pursue advanced studies or employment in the field. This track has an eighteen (18) upper division hour requirement.
- The Honors-in-Chemistry major is designed for students planning to enter graduate or professional school and/or professional employment in the chemical industry. This track has a twenty-two (22) upper division hour requirement and follows the curriculum guidelines established by the American Chemical Society (ACS).

- The major in Biochemistry is designed for students who are interested in this sub-discipline of chemistry and would like to combine their chemistry degree with minor or major in biology. This degree program is designed to prepare students for graduate or professional school and for employment in the biotechnology industry. This program follows the curriculum guide lines recommended by the American Society for Biochemistry and Molecular Biology (ASBMB).
- The Honors-in-Biochemistry major is an intensive biochemistry curriculum that follows the guidelines established by the American Chemical Society (ACS) in addition to the ASBMB. This program includes an independent research requirement.

CHEMISTRY MAJOR 49 SH**Lower Division Requirements 31 SH**

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
MT 360A--Geometry and Calculus I	4 SH
MT 360B--Geometry and Calculus II	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Chemistry courses, which must include:

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 424--Analytical and Instrumental Chemistry	2 SH
CH 425--Advanced Laboratory I	
or	
CH 427--Advanced Laboratory II	2 SH
CH 495E-W--Senior Seminar in Chemistry	1 SH
Upper Division Chemistry Electives	5 SH

Honors-in-Chemistry Requirements 53-55 SH

In addition to the lower division requirements listed previously, students must complete twenty-two (22) upper division semester hours of Chemistry courses, which include:

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
CH 430A--Physical Chemistry I	3 SH
CH 430B--Physical Chemistry II	3 SH
CH 424--Analytical and Instrumental Chemistry	2 SH
CH 425--Advanced Laboratory I	2 SH
CH 427--Advanced Laboratory II	2 SH
CH 490E-W--Independent Study in Chemistry	1-3 SH
CH 495E-W--Seminar in Chemistry	1 SH
Upper Division Chemistry Electives	1-3 SH

A minor area of Biology, Computer Science, Mathematics, Neuroscience or Physics must be selected for either track. A minor is not required for a double major.

Chemistry Minor Requirements 43 SH**Lower Division Requirements 31 SH**

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
MT 360A--Geometry and Calculus I	4 SH
MT 360B--Geometry and Calculus II	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours, which must include:

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH

NOTE: CH 498E-W--Internship in Chemistry will not count toward the minimum semester hour requirement for a major or minor in Chemistry or Biochemistry.

SAMPLE DEGREE PROGRAM FOR TRADITIONAL CHEMISTRY MAJOR (Shown here with a minor in Biology)**FRESHMAN YEAR 32 SH****First Semester 16 SH**

CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH

BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
MT 360A--Geometry and Calculus I* (or appropriate math placement)	4 SH
CCS 200--Freshman Seminar	3 SH

Second Semester 16 SH

CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Laboratory	1 SH
MT 360B--Geometry and Calculus II	4 SH
Core Course	3 SH

SOPHOMORE YEAR 32 SH

First Semester 16 SH

CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
PH 204A--General Physics with Calculus I**	3 SH
PH 205A--General Physics Laboratory I	1 SH
CCS 300--Sophomore Seminar	3 SH
Foreign Language Course	4 SH

Second Semester 16 SH

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
Foreign Language Course	4 SH
Core Course	3 SH

JUNIOR YEAR 29-31 SH

First Semester 14-15 SH

CH 430A--Physical Chemistry I	3 SH
CH 424--Analytical and Instrumental Chemistry	2 SH
Upper Division Biology Elective	3-4 SH
Core Course	3 SH
CCS 400--Junior Seminar	3 SH

Second Semester 15-16 SH

Upper Division Biology Elective	3-4 SH
Chemistry Elective	3 SH
Core Courses	9 SH

SENIOR YEAR 29-32 SH

First Semester 15-16 SH

CH 495E-W--Senior Seminar in Chemistry	1 SH
CH 425--Advanced Laboratory I or	

CH 427--Advanced Laboratory II	2 SH
Upper Division Biology Elective	3-4 SH
Core Courses	9 SH

Second Semester 14-16 SH

CCS 450--Senior Seminar	3 SH
Upper Division Biology Elective	3-4 SH
Core Courses	6 SH
Chemistry Elective	2-3 SH

* It is strongly recommended that students enroll in the math course into which they have been placed in the fall of their freshman year. Students should then continue taking math courses until they have completed two (2) semesters of calculus: MT 360A and MT 360B.

** General Physics must be completed prior to CH 430A--Physical Chemistry I.

SAMPLE DEGREE PROGRAM FOR HONORS-IN-CHEMISTRY MAJOR (Shown here with a minor in Biology)

FRESHMAN YEAR 32 SH

First Semester 16 SH

CH 210--Principles of Chemistry or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
MT 360A--Geometry and Calculus I (or appropriate math placement)	4 SH
CCS 200--Freshman Seminar	3 SH

Second Semester 16 SH

CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Laboratory	1 SH
MT 360B--Geometry and Calculus II	4 SH
Core Course	3 SH

SOPHOMORE YEAR 32 SH

First Semester 16 SH

CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
PH 204A--General Physics with Calculus I*	3 SH
PH 205A--General Physics Laboratory I	1 SH
CCS 300--Sophomore Seminar	3 SH
Foreign Language Course	4 SH

Second Semester 16 SH

CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
Foreign Language Course	4 SH
Core Course	3 SH

JUNIOR YEAR 30-34 SH**First Semester 17-18 SH**

CH 430A--Physical Chemistry I	3 SH
CH 424--Analytical and Instrumental Chemistry	2 SH
Upper Division Biology Elective	3-4 SH
Core Courses	6 SH
CCS 400--Junior Seminar	3 SH

Second Semester 13-16 SH

CH 430B--Physical Chemistry II	3 SH
Upper Division Biology Elective	3-4 SH
Chemistry Elective	1-3 SH
Core Courses	6 SH

SENIOR YEAR 30-34 SH**First Semester 16-19 SH**

CH 495E-W--Seminar in Chemistry	1 SH
CH 425--Advanced Laboratory I	2 SH
CH 490E-W--Independent Study	1-3 SH
Second Upper Division Biology Elective	3-4 SH
Core Courses	9 SH

Second Semester 14-15 SH

CH 427--Advanced Laboratory II	2 SH
CCS 450--Senior Seminar	3 SH
Upper Division Biology Elective	3-4 SH
Core Courses	6 SH

* It is strongly recommended that students enroll in the math course into which they have been placed in the fall of their freshman year. Students should then continue taking math courses until they have completed two (2) semesters of calculus: MT 360A and MT 360B.

** General Physics must be completed prior to CH 430A--Physical Chemistry I.

COMMUNICATION ARTS**Lower Division Core Studies Requirement 3 SH**

CA 210--Speech Communication	3 SH
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COMMUNICATION ARTS MAJOR 30 SH**Lower Division Requirements 9 SH**

CA 280--Communication Theories	3 SH
CA 281--Research Methods in Communication	3 SH

Three (3) semester hours of a 300-level Communication Arts course selected from the following:

CA 303--Mass Media	3 SH
CA 310--Interpersonal Communication	3 SH
CA 330--Radio Industry: History And Modern Structure	3 SH

Upper Division Requirements 21 SH

CA 495--Senior Seminar	3 SH
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Eighteen (18) upper division semester hours of Communication Arts courses selected from the following:

CA 400--Intercultural Communication	3 SH
CA 404--Advanced Public Speaking	3 SH
CA 405--Argumentation	3 SH
CA 409--Contemporary Critical Systems	3 SH
CA 414/PY 445--Small Group Communication	3 SH
CA 415--Mass Communication Law	3 SH
CA 416--Public Relations	3 SH
CA 418/BA 418--Organizational Communication	3 SH
CA 421--Persuasion and Argumentation	3 SH
CA 430--Audio Programming and Production	3 SH
CA 431--Business and Professional Communication	3 SH
CA 432--Advertising Theory and Practice	3 SH
CA 445--Television Programming and Criticism	3 SH
CA 464--Film Criticism	3 SH
CA 475--News Writing and Reporting	3 SH
CA 485--Special Topics in Communication	3 SH
CA 486/SO 486--Mass Communication and Society	3 SH
CA 490--Independent Study in Communication	1-6 SH
CA 498--Internship in Communication Arts	3 SH

Communications Arts Minor Requirements 12 SH**Prerequisites**

CA 280--Communication Theories	3 SH
Communication Arts Elective (300 level)	3 SH

Upper Division Requirements 12 SH

Twelve (12) upper division semester hours of Communication Arts courses selected with the approval of the major advisor.

COMPUTER SCIENCE**COMPUTER SCIENCE MAJOR 33 SH****Lower Division Requirements 6 SH**

CS 300--Foundations of Computer Science 3 SH
CS 320--C Programming 3 SH

Upper Division Requirements 27 SH

Twenty-seven (27) upper division semester hours of Computer Science courses selected from the following:

CS 416--Assembly Language Software Development 3 SH
CS 427--Object Oriented Software Development 3 SH
CS 429--Automata Theory and Compiling 3 SH
CS 431--Operating Systems Design and Analysis 3 SH
CS 435--Data Structures 3 SH
CS 441--Digital Design Theory and Technologies 3 SH
CS 446--Database Design and Analysis 3 SH
CS 451--Design and Analysis of Telecommunications Networks 3 SH
CS 456--Management Science Information Systems 3 SH
CS 462--Computer Systems Performance Analysis 3 SH
CS 464--Expert Systems 3 SH

Mathematics Minor Requirements for Computer Science Majors 12 SH

A minor in mathematics is required for Computer Science majors. Recommended courses include the following:

MT 405--Numerical Methods 3 SH
MT 415--Linear Algebra 3 SH
MT 435--Applied Combinatorics 3 SH
MT 470A--Mathematical Statistics I 3 SH

Computer Science Minor Requirements 12 SH

Twelve (12) upper division semester hours of Computer Science courses selected with the approval of the major advisor.

CRIMINAL JUSTICE

The major and minor in Criminal Justice are intended to offer the opportunity for students to examine thoroughly the factors contributing to crime, the dominant cultural

perspectives on crime and its treatment, and the institutions devised to respond to crime.

CRIMINAL JUSTICE MAJOR 30 SH**Lower Division Requirements 12 SH**

SO 200--Introduction to Sociology 3 SH
SO 203--Social Problems 3 SH
CJ 350--Criminology 3 SH
Lower Division Criminal Justice Elective 3 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours which must include:

SO 403--Sociology Theory 3 SH
SO 404--Methods of Sociological Research 3 SH
CJ 498E-W--Internship in Criminal Justice 3 SH
Upper Division Criminal Justice Electives 9 SH

Criminal Justice Minor Requirements 12 SH

Twelve (12) upper division semester hours of Criminal Justice selected with the approval of the major advisor.

ECONOMICS**MISSION STATEMENT**

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems and contemporary competencies. Within a moral, ethical and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

The faculty is committed to personal and professional integrity and competence in the service of others. In this way students are challenged to academic accountability and excellence. The Division's purpose is to graduate students prepared for careers as competent professionals and good citizens who answer for themselves "How best is it to live?"

DIVISION OF BUSINESS REGULATIONS

1. A student must have a grade point average of 3.000 or greater to enroll in an Independent Studies course or Special Studies course. Any deviation from the above minimum grade point requirement requires approval by the Division Director upon recommendation of the student's advisor.
2. A student must have a grade point average of 2.500 or greater and be of junior or senior standing to enroll in

EC 498E-W--Internship in Economics. No more than one internship may be taken each semester. Any deviation from these requirements requires approval of the Division Director upon recommendation of the student's advisor. Students majoring in Economics may use up to three hours of EC 498E-W to meet upper division major requirements.

3. Up to three (3) additional hours of internship credit may be applied to most minors, and another three hours may be used as general elective credit. In any case, no more than nine (9) hours of internship credit from the Division of Business can be counted toward graduation.

ECONOMICS MAJOR 42 SH

Lower Division Requirements 24 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
BA 230--Introduction to Computing	3 SH
BA 250--Introduction to Business	3 SH
BA 270/MT 270--Introduction to Statistics	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Economics courses, which must include:

EC 410--Microeconomic Theory	3 SH
EC 411--Macroeconomic Theory	3 SH
Upper Division Economics Electives	12 SH

Economics Minor Requirements 12 SH

Prerequisites

EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Economics courses selected with the approval of the major advisor.

SAMPLE DEGREE PROGRAM FOR ECONOMICS MAJOR

FRESHMAN YEAR 33 SH

First Semester 16 SH

CCS 200--Freshman Seminar	3 SH
BA 230--Introduction to Computing	3 SH

MT 201--College Algebra (or higher-level mathematics course)	3 SH
Foreign Language Course	4 SH
EC 320--Principles of Macroeconomics	3 SH

Second Semester 17 SH

BA 250--Introduction to Business	3 SH
BA 270--Introduction to Statistics	3 SH
Natural Science with Laboratory	4 SH
Foreign Language Course	4 SH
EC 330--Principles of Microeconomics	3 SH

SOPHOMORE YEAR 33 SH

First Semester 18 SH

CCS 300--Sophomore Seminar	3 SH
PL 250--Introduction to Philosophy	3 SH
RS 200--Introduction to Religious Studies	3 SH
EN 210--Freshman Literature	3 SH
AC 320A--Principles of Accounting I	3 SH
BA 340--Quantitative Methods	
or	
BA 370--Intermediate Statistics	3 SH

Second Semester 15 SH

Non-U.S. History Course	3 SH
Philosophy Course	3 SH
CA 210--Speech Communication	3 SH
Religious Studies Course (300 level)	3 SH
AC 320B--Principles of Accounting II	3 SH

JUNIOR YEAR 33 SH

First Semester 18 SH

CCS 400--Junior Seminar	3 SH
EC 410--Microeconomic Theory	3 SH
Economics Elective (400 level)	3 SH
Literature/Humanities Course	3 SH
Fine Arts Core Course	3 SH
Minor Course	3 SH

Second Semester 15 SH

EC 411--Macroeconomic Theory	3 SH
Economics Elective (400 level)	3 SH
Social Science Course	3 SH
Elective	3 SH
Minor Course	3 SH

SENIOR YEAR**29 SH****First Semester****15 SH**

CCS 450--Senior Seminar	3 SH
Economics Elective (400 level)	3 SH
Electives	6 SH
Minor Course	3 SH

Second Semester**14 SH**

Economics Elective (400 level)	3 SH
Electives	8 SH
Minor Course	3 SH

EDUCATION

A major in Education is not available.

All students successfully completing the teacher education program at Regis College may be recommended to the State Board of Education for licensure at the appropriate grade levels within the State of Colorado only.

As of May 1985, only students who have received a degree with a major in an academic area (including an interdisciplinary major) may be recommended for teacher licensure upon successful completion of the Regis teacher licensure program. All students who complete a teacher licensure program at Regis must have also completed requirements for a minor in either education, elementary education or secondary education. The requirements for a minor in elementary education and in secondary education can be met through the teacher licensure sequence. However, it is also possible to complete a minor in education without seeking teacher licensure. The requirements for all three minors follow.

All students enrolled in the teacher licensure program at Regis must have co-academic advisors, one in the major field and one in the Education Department.

The programs leading to recommendation for licensure, either at the elementary level or in a particular subject area at the secondary level, contain their own specific requirements. These requirements are listed on the advising sheet pertinent to that subject area. The advising sheets are available from an advisor in the Education Department. It is the student's responsibility to meet the requirements listed on that advising sheet.

The Regis Education Department teacher licensure program is subject to the laws and regulations mandated by the Colorado State Board of Education and by the Colorado State Legislature. Changes in these laws and regulations can occur with little notice. Resulting modifications in the Regis program are communicated to students as soon as they are mandated by law.

DEPARTMENTAL REGULATIONS

The Committee on Teacher Education of Regis (COTER) develops the policies of the program and regulates the admission, retention and recommendation of students for licensure. To qualify for admission into the teacher education program, students must satisfy the following requirements:

1. University entrance requirements.
2. Completion of the COTER Screening Form and the COTER acceptance process.
3. A minimum grade point average of a 2.500 on a 4.000 scale for prior college work in all subjects. Upper division students and graduates of other institutions are evaluated and accepted/rejected on an individual basis.
4. Successful completion of ED 204.
5. A student must be able to demonstrate a level of acceptable proficiency in oral language, either through completing a college course in basic speech with a grade of "B" or higher, or through meeting a pre-determined set of departmental criteria.
6. Students must have completed EN 203 or CCS 200 or the equivalent with a grade of "C-" or higher.
7. Transfer students who come to Regis with upper division hours in education must take a minimum of nine (9) hours of Regis education courses. The courses are determined by the department. These students must also do their student teaching through Regis to be eligible for licensure in the State of Colorado.
8. COTER considers each candidate's qualifications for admission into the teacher education program. After reviewing these qualifications, the Committee takes appropriate action, which may include admission, rejection or provisional acceptance dependent upon the student's satisfactory completion of the specified requirements.
9. Students may apply for admission at the end of the freshman year.
10. No one is permitted to enter the methods block in the junior year until all requirements for acceptance into the program have been met.
11. Field work required in the various courses must be completed as part of the course.
12. After admittance into a teacher education program, students must successfully proceed through the program and meet COTER requirements for advancement and licensure.

Education Minor Requirement

12 SH

Both the elementary and secondary programs leading to possible approval for licensure meet the Regis College standard for a minor area of concentration.

If a student wishes to pursue a minor in education without teacher licensure, the following courses are required:

Prerequisites

ED 204--Introduction to Education in the United States	3 SH
ED 302--Educational Psychology	3 SH
PY 250--General Psychology	3 SH
PY 459--Child Psychology (or equivalent upper or lower division course in transfer) or	
PY 460--Adolescent Psychology (or equivalent upper or lower division course in transfer)	3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Education courses selected with the approval of the major advisor.

TEACHER LICENSURE SEQUENCE

The professional sequence of education courses at Regis is designed to lead to licensure at either the K-6 or 7-12 grade levels in Colorado. Regis students enrolled in this sequence begin developing the appropriate teaching behaviors during their first courses and initial field experiences. This developmental process is monitored by the Regis Education Department faculty, and students are evaluated each semester on their progress in this process. Evaluations are based on their work at Regis and in their field work in the actual K-6 or 7-12 classroom. Regis students who begin this sequence may be counseled to pursue a profession other than teaching if their progress in one or all aspects of the sequence is considered unsatisfactory or if they do not manifest sufficient mastery of the skills necessary for successful entry into the teaching profession.

The behaviors considered essential for an effective teacher are that students must:

1. Be able to identify and explain the practical applications of various learning theories as they pertain to the work being done in the K-12 classroom.
2. Demonstrate the ability to individualize instruction in the appropriate K-12 setting, including the diagnosis, prescription and evaluation of the teaching-learning process.

3. Demonstrate the ability to organize and present materials pertinent to specific subject areas. This includes the ability to develop daily lesson plans and long-range units.
4. Demonstrate the ability to use various classroom teaching techniques, especially the facilitation of group processes and the rudiments of good questioning skills.
5. Demonstrate an awareness of, and ability to deal with, the different interest and ability levels of the K-12 pupils with whom they work. This would also include the skillful use of effective classroom management and methods of discipline.
6. Demonstrate the ability to utilize stimulating materials and audio-visual aids based on the material to be presented and the needs of the classroom pupils with whom they work.
7. Demonstrate the ability to develop instruments for evaluating pupils based on the material covered in class. Students should also demonstrate an ability to interpret standardized test data in the appropriate K-12 classroom setting.
8. Demonstrate an ability to speak and write the English language correctly and effectively. This manifests itself in several ways; an important one is establishing rapport and effectively communicating with the K-12 pupils with whom they work.
9. Demonstrate a commitment to the school, the faculty and the administration of the schools in which they are placed. Students can demonstrate this in several ways, some of which are by attending school functions, spending extra time with students informally and supporting all school policies.
10. Demonstrate a definite comfort level in the role of educator. This includes, but is not limited to, the legal ramifications of actions while interacting with students, teachers, administrators and other school personnel. Students' professional conduct and personal code of ethics must be beyond question.

REQUIREMENTS FOR ADVANCEMENT TO STUDENT TEACHING

1. A minimum grade point average in education classes of 3.000 (4.000 basis) for the sophomore through senior years.
2. Successful completion of education course work with no grades lower than "C-."
3. A grade of "B" or higher in methods classes, including the reading course, ED 403.

4. A grade of "C+" or higher in all other 400 level education classes required by the program in teacher licensure at Regis.
5. Successful completion of all assigned field work.
6. Successful completion of the State mandated assessment of the student's knowledge of liberal arts.

REQUIREMENTS FOR RECOMMENDATION FOR LICENSURE

1. Successful completion of student teaching.
2. Continued evidence of effective communication skills, teacher competencies and characteristics.
3. Successful completion of graduation requirements.
4. Successful completion of the State mandated assessment of the student's knowledge of the major field and of pedagogy.

Should the student successfully complete these requirements, COTER may recommend that the Regis representative officially approved by the Colorado Department of Education sign the student's application for state licensure.

The committee reserves the right to withhold recommendation for licensure on the basis of deficiencies in any of the characteristics or behaviors listed or in any of the requirements of the program.

ELEMENTARY EDUCATION

ELEMENTARY EDUCATION MINOR AND TEACHER LICENSURE

REQUIREMENTS

48-50SH

Successful completion of the following program at Regis may qualify a student to be recommended for licensure as an elementary teacher in Colorado. Successful completion of the elementary education licensure program also results in the completion of a minor in elementary education.

ED 200--Math and Computers for Elementary Education	2 SH
ED 204--Introduction to Education in the United States	3 SH
ED 302--Educational Psychology	3 SH
PY 250--General Psychology	3 SH
PY 459--Child Psychology (or equivalent upper or lower division course in transfer)	3 SH
ED 400--Current Issues in Education	1 SH

ED 401--Teaching the Exceptional Child in the Regular Classroom	3 SH
ED 403--Methods and Curriculum in Reading	3 SH
ED 404--Teaching Reading in the Content Areas	3 SH
ED 417--Elementary Student Teaching	8-10 SH
ED 418A--Methods of Elementary Education I (Science, Social Science, Physical Education)	5 SH
ED 418B--Methods of Elementary Education II (Mathematics, Language Arts, Creative Arts)	5 SH
ED 436 Technology for the Classroom	2 SH
ED 437 Technology for the Classroom Lab	1 SH
ED 447--Children's and Adolescent Literature	3 SH

All students seeking licensure within the State of Colorado must have a physical education/health course to meet the State regulations.

ADDITIONAL ELEMENTARY EDUCATION LICENSURE REQUIREMENTS

Candidates for teacher licensure in elementary education in the State of Colorado must have received liberal arts preparation in the following areas:

Art
Music
United States History
World Geography
Two Sciences (one Biological and one Physical Science) *
College Algebra (MT 201) or higher
Physical Education and Health (Nutrition, Wellness and/or Fitness)

- * In order for the science courses to meet both the Regis College Core Studies requirements and the teacher licensure requirements, one science course must include a laboratory.

SECONDARY EDUCATION

Each subject area in which there is a secondary teacher education program has parallel requirements specifically developed for that particular subject area. Students are also responsible for completing those requirements.

SECONDARY EDUCATION MINOR AND TEACHER LICENSURE REQUIREMENTS (Education Course Requirements Only)

39-41SH

Successful completion of the secondary education licensure program also results in the completion of a minor in secondary education. Successful completion of the following requirements may qualify a student to be recommended for licensure in a specific subject area at the secondary level in

the State of Colorado. Students should consult an advisor for the additional requirements for secondary education licensure, which are not listed.

ED 204--Introduction to Education in the United States	3 SH
ED 302--Educational Psychology	3 SH
ED 400--Current Issues in Education	1 SH
ED 401--Teaching the Exceptional Child in the Regular Classroom	3 SH
ED 403--Methods and Curriculum in Reading (required only of those seeking licensure in English)	3 SH
ED 404--Teaching Reading in the Content Areas (required for all secondary licensure students)	2 SH

A two (2) semester hour methods course pertinent to the major subject area of licensure selected from the following (ED 421-ED 431):

ED 421--Secondary English Methods	2 SH
ED 425--Secondary Foreign Language Methods	2 SH
ED 427--Secondary Mathematics Methods	2 SH
ED 427A--Secondary Business Methods	2 SH
ED 428--Secondary Communication Arts Methods	2 SH
ED 429--Secondary Science Methods	2 SH
ED 431--Secondary Social Studies Methods	2 SH
ED 434--Secondary Student Teaching	8-10 SH
ED 435--Curriculum and Instruction	2 SH
ED 436--Technology for the Classroom	2 SH
ED 437--Technology for the Classroom Lab	1 SH
ED 447--Children's and Adolescent Literature (required only of those seeking secondary licensure in English)	3 SH
PY 250--General Psychology	3 SH
PY 460--Adolescent Psychology (or equivalent upper or lower division course in transfer)	3 SH

PROCEDURES FOR THE AWARDING OF ADDITIONAL ENDORSEMENTS

Teachers applying to Regis College for added endorsement(s) to a valid Colorado teaching license are evaluated by a committee composed of all Education Department faculty and at least one faculty member from the appropriate subject area. Evaluation is determined according to the following criteria:

1. All college transcripts must be submitted with a letter indicating the area of the requested endorsement.
2. Documentation of experience or competence to substitute for specific courses required by a program is evaluated by a written and/or oral examination as designated by that subject area department.

3. Student teaching in the requested area may be waived upon the documentation of full-time teaching in the area for a minimum of three years, dependent upon the positive evaluations of principals or other supervisors. Part-time teaching in the added endorsement area is also considered.
4. Students may appeal the decision of the committee to the Chair of the Education Department and, subsequently, to the Academic Dean for Regis College.
5. Successful completion of the State mandated assessments of the student's knowledge of the major field and of pedagogy.

EDUCATION SUMMER SCHOOL

The Education courses offered only through the Summer School Program are designated with the "EDS" course prefix. These courses are offered for those individuals who are seeking relicensure or for professionals who want to maintain their licensure. These courses are not intended to be a part of the Traditional Undergraduate Education Program.

ENGLISH

DEPARTMENTAL INFORMATION

The English major is designed to offer a broad and balanced approach to the discipline. Course requirements are flexibly structured to emphasize genres, periods and a diversity of literary traditions. Major requirements provide a substantive foundation upon which to base further reading and critical inquiry. Courses focus not only on primary texts, but on essential cultural, historical and theoretical contexts as well.

Each student in the major works closely with a departmental advisor to develop a plan of study compatible with the individual's goals for graduation or professional school and employment.

ENGLISH MAJOR 27 SH

Lower Division Requirements 6 SH

English Elective (one 300-level course with focus on genre or theme)	3 SH
English Elective (one 300-level course in American or British Literature)	3 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours of English courses, which must include:

British Literature	3 SH
American Literature	3 SH
English Elective (one course on genre or theme)*	3 SH
English Elective (one course on author or period)*	3 SH
EN 496--Senior Seminar	3 SH
Upper Division English Electives (selected with the approval of the major advisor)	6 SH

- * Classification of courses according to genre theme author and period is detailed on the majors advising sheet available in the English Department.

Honors-in-English Major Requirements

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-English major:

1. Candidacy approved by the English faculty.
2. Twenty-four (24) upper division semester hours of English, which must include the courses required for an English major plus an additional three (3) upper division semester hour course to be selected with the approval of the major advisor.
3. Successful completion of a supervised thesis and an oral defense of this thesis before a faculty committee. The honors thesis will be prepared and submitted according to the following schedule:
 - a. Selection of thesis advisor and submission of preliminary thesis proposal no later than the third week of September for May graduates (final week of January for December graduates).
 - b. A one-page formal prospectus approved by the thesis advisor and submitted for departmental approval no later than the second week of October for May graduates (third week of February for December graduates).
 - c. Submission of final draft of thesis and scheduling of oral defense no later than the final week of March for May graduates (the final week of October for December graduates).

English Minor Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

Literature Minor Requirements 12 SH

Twelve (12) upper division semester hours of English courses selected with the approval of the major advisor.

Writing Minor Requirements 12 SH

The English Department offers a writing minor for students not majoring in English. The upper division courses that compose the writing minor are open to any qualified Regis student. The minor is intended to serve the needs of all majors, but in particular, majors in business administration, in communication arts, in natural science and in social science, for whom the ability to write in graduate school or career will be of particular importance.

Upper Division Courses

Twelve (12) upper division semester hours of courses selected from the following:

- One course selected from the following:

EN482A--Creative Writing: Fictions	3 SH
EN482B--Creative Writing: Poetry	3 SH
- One course selected from the following:

Upper division literature courses	3 SH
CA475--News Writing and Reporting*	3 SH
- One upper division literature course 3 SH
- EN 498E-W--Internship in Writing 3-6 SH
- * Communication Arts majors may not take Communication Arts courses towards the writing minor.

ENVIRONMENTAL STUDIES AND HUMAN ECOLOGY

Interest in ecological and environmental issues, such as resource crises, habitat destruction, famine and biological extinction, is expanding. The Environmental Studies and Human Ecology program focuses on these issues through a study of population dynamics, competition for natural resources and their management, problems of urbanization, and the contemporary human dilemmas of overcrowding, poverty and shifting age structures.

This program, within the Department of Biology, offers a flexible approach to a major or minor in Environmental Studies and Human Ecology. For example, a student interested in a career as a wildlife biologist would have a degree track oriented toward the behavioral, structural and functional aspects of wildlife populations, ecological communities and ecosystems. A student preparing for a career involving environmental assessment, regulation, conservation or design would have a track emphasizing environmental health, human impacts on natural ecosystems and the addressing of alternative methods of resource utilization and management. The details of specific Degree Plans are determined through consultation with the Director of this program. The program in Environmental

Studies and Human Ecology uses the Regis University Field Experience and Internship Programs to enhance its flexibility and strength. These programs enable students to gain work experience in fields being considered for careers. Such fields include wildlife management, environmental education, ecoplanning and environmental health. The experience is also beneficial for those students anticipating specialized graduate studies.

ENVIRONMENTAL STUDIES AND HUMAN ECOLOGY MAJOR 50-66 SH

Lower and Upper Division Requirements 50-66 SH

Lower Division Biology Electives	8-12 SH
Upper Division Biology Electives	9-12 SH

Eighteen (18) upper division semester hours of Environmental Studies courses, which must include:

EH 402--Environmental Studies Laboratory	1 SH
EH 495E-W--Seminar in Environmental Studies	1 SH
EH 498E-W--Internship in Environmental Studies (and/or independent laboratory and field studies)	3-6 SH
Upper Division Environmental Studies Electives	10-13 SH

One option of required Chemistry courses selected from the following:

• CH 202--Introduction to Environmental Chemistry	3 SH
CH 203--Introduction to Environmental Chemistry Laboratory	1 SH
• CH 210--Principles of Chemistry	3 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH

Three (3) to six (6) semester hours of Mathematics courses required beyond the Core requirement.

Eight (8) to ten (10) semester hours of course work selected from the following areas:

Astronomy
Chemistry
Computer Science
Geology
Mathematics
Physics

Supporting courses or learning opportunities not required, but strongly recommended:

PY 250--General Psychology	3 SH
GY 300--Principles of Geography	3 SH

Six to nine (6-9) semester hours of Anthropology, or Sociology or Economics courses or a combination of select courses from these areas, beyond the Core requirement or summer field experience via internships, volunteer programs in State and National Parks or research assistantship.

Environmental Studies and Human Ecology Minor Requirements 12 SH

Prerequisites 14-16 SH

One option selected from any of the following five:

• EH 250--Principles of Environmental Biology	3 SH
EH 251--Principles of Environmental Biology Laboratory	1 SH
CH 202--Introduction to Environmental Chemistry	3 SH
CH 203--Introduction to Environmental Chemistry Laboratory	1 SH
• BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
CH 202--Introduction to Environmental Chemistry	3 SH
CH 203--Introduction to Environmental Chemistry Laboratory	1 SH
• CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
• PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
• GE 201--Physical Geology	3 SH
GE 202--Physical Geology Laboratory	1 SH
AS 250--Principles of Astronomy	3 SH
AS 251--Principles of Astronomy Laboratory	1 SH

One option in Biology selected from any of the following three:

• BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
• BL 460--Local Flora	3 SH
• BL 464--Evolution and Biogeography	3 SH

One option in Biology selected from the following:

• BL 434--Field Biology	3 SH
• BL 430--Human Ecology	3 SH
• BL 439--Wildlife Studies	3 SH
• BL 444--Animal Behavior	3 SH

- BL 440--Mammalogy 3 SH
- BL 441--Mammalogy Laboratory 1 SH
- BL 470--Ornithology 3 SH
- BL 471--Ornithology Laboratory 1 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Environmental Studies course, which must include:

- EH 402--Environmental Studies Laboratory 1 SH
- EH 498E-W--Internship in Environmental Studies 3 SH
- Upper Division Environmental Studies Electives 8 SH

**SAMPLE DEGREE PROGRAM FOR
ENVIRONMENTAL STUDIES AND
HUMAN ECOLOGY MAJOR**

FRESHMAN YEAR 34-39 SH

First Semester 17-21 SH

- EH 250--Principles of Environmental Biology 3 SH
- EH 251--Principles of Environmental Biology Laboratory 1 SH
- or
- BL 262--Principles of Biology: Organismic Biology 3 SH
- BL 263--Organismic Biology Laboratory 1 SH
- CH 202--Introduction to Environmental Chemistry 3 SH
- CH 203--Introduction to Environmental Chemistry Laboratory 1 SH
- or
- CH 210--Principles of Chemistry 4 SH
- CH 211--Principles of Chemistry Laboratory 1 SH
- Mathematics Core requirement depending on placement by mathematics department 3 SH
- CCS 200--Freshman Seminar (or equivalent) 3 SH
- Core Courses 3-6 SH

Second Semester 17-18 SH

- BL 260--Principles of Biology: Cellular and Molecular Biology 3 SH
- BL 261--Cellular and Molecular Biology Laboratory 1 SH
- or
- Lower Division Biology Elective 4 SH
- CH 250--Organic Chemistry I 4 SH
- CH 251--Organic Chemistry Laboratory I 1 SH
- or
- Natural Science Elective 4 SH

- MT 270--Introduction to Statistics or Mathematics Elective 3 SH
- Core Courses 6 SH

SOPHOMORE YEAR 35 SH

First Semester 18 SH

- BL 408--Population Biology 3 SH
- BL 409--Population Biology Laboratory 1 SH
- Natural Science or Computer Science Elective 4 SH
- Biology Elective 3 SH
- Biology Laboratory 1 SH
- CCS 300--Sophomore Seminar 3 SH
- Core Course 3 SH

Second Semester 17 SH

- BL 434--Field Biology 3 SH
- or
- Upper Division Biology Elective 3 SH
- Upper Division Environmental Studies Electives 6 SH
- EH 402--Environmental Studies Laboratory 1 SH
- Natural Science or Computer Science Elective 4 SH
- Core Course 3 SH

JUNIOR YEAR 33 SH

First Semester 17 SH

- BL 430--Human Ecology 3 SH
- Computer Science Elective 3 SH
- Environmental Studies Elective 3 SH
- EH 495E-W--Seminar in Environmental Studies 1 SH
- Foreign Language Course 4 SH
- CCS 400--Junior Seminar 3 SH

Second Semester 16 SH

- BL 444--Animal Behavior 3 SH
- or
- BL 439--Wildlife Studies 3 SH
- Environmental Studies Field Experience 3 SH
- Foreign Language Course 4 SH
- Minor Courses 6 SH

SENIOR YEAR 36 SH

First Semester 18 SH

- Core Courses 9 SH
- Minor Course 3 SH
- CCS 450--Senior Seminar 3 SH
- Upper Division Environmental Studies Elective 3 SH

Second Semester 18 SH

- Three (3) semester hours of Economic Systems courses selected from the following:

EC 200--Introduction to the American Economy
PS 310--United States Public Policy
SO 472--Wealth and Power 3 SH

- Minor Course 3 SH
- EH 498E-W--Internship in Environmental Studies 3 SH
- Upper Division Environmental Studies or Biology Electives 6 SH
- Core Course 3 SH

FINE ARTS**DEPARTMENTAL INFORMATION**

The Fine Arts Department offers courses in Visual Arts, Music and Theater. The Bachelor of Arts degree is available with a major in Visual Arts.

FINE ARTS: VISUAL ARTS

Students planning to major in Visual Arts must obtain and file in the Regis College Dean's Office a Major Declaration Form. Acceptance into the major requires a portfolio review by the Department and approval of the Department Chair. Students wishing to obtain more information regarding the portfolio requirement should contact the Department Chair.

The Visual Arts major is designed to give students a broad and flexible foundation in the visual arts while also giving them an opportunity to develop an emphasis in a particular medium. Students establish a firm basis in design, art history and criticism while pursuing technical proficiency. A strong theoretical, critical and historical foundation prepares students for the practice of art, which grounds their knowledge in experience and first-hand problem solving. The Visual Arts major prepares students for jobs in a wide field of options, including publications, public relations, graphic design and others. The Bachelor of Arts in Visual Arts is also excellent preparation for graduate programs in Fine Arts.

Each student works with an advisor from the Department who will guide her or him through completion of the requirements for the major and assure that the student's future plans are optimized by the art curriculum.

Transfer students who wish to major in Fine Arts must present a portfolio for review by the Department. Besides

the requirement that at least half of the upper division courses must be taken at Regis, graduating art students must complete FAA 499--Senior Thesis (3 SH), which culminates with a student exhibition in the O'Sullivan Arts Center.

FINE ARTS: VISUAL ARTS MAJOR 36 SH**Lower Division Requirements 15 SH**

Fifteen (15) lower division semester hours, which must include the following:

FAA 211--Art History Survey: Prehistory to the 20th Century 3 SH
FAA 230--Two Dimensional Design 3 SH
Lower Division Studio Electives 9 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours, which must include the following:

Upper division electives in a single medium 9 SH
Upper division electives in a second medium 6 SH
Upper division elective in Art History 3 SH
FAA 499--Senior Thesis 3 SH

Fine Arts: Visual Arts Minor Requirements 12 SH

Twelve (12) upper division semester hours of Fine Arts: Visual Arts courses with the approval of the major advisor.

SAMPLE DEGREE PROGRAM FOR FINE ARTS: VISUAL ARTS MAJOR**FRESHMAN YEAR 32 SH****First Semester 16 SH**

CCS 200--Freshman Seminar 3 SH
FAA 230--Two Dimensional Design 3 SH
MT 201--College Algebra (or higher level mathematics course) 3 SH
Foreign Language Course 4 SH
FAA 211--Art History Survey: Prehistory to the 20th Century 3 SH

Second Semester 16 SH

Lower Division Art Electives 6 SH
Foreign Language Course 4 SH
EN 210--Freshman Literature 3 SH
CA 210--Speech Communication 3 SH

SOPHOMORE YEAR 34 SH**First Semester 16 SH**

Lower Division Art Elective	3 SH
CCS 300--Sophomore Seminar	3 SH
PL 250--Introduction to Philosophy	3 SH
Natural Science with Laboratory	4 SH
RS 200--Introduction to Religious Studies	3 SH

Second Semester 18 SH

Upper Division Art Electives	6 SH
Non-U.S. History Course	3 SH
Philosophy Course	3 SH
Upper Division Art History Elective	3 SH
Social Science Course	3 SH

JUNIOR YEAR 33 SH**First Semester 18 SH**

CCS 400--Junior Seminar	3 SH
Upper Division Art Electives	6 SH
Religious Studies Course	3 SH
EC 200--Introduction to the American Economy	3 SH
Minor Course	3 SH

Second Semester 15 SH

Upper Division Art Elective	3 SH
Literature/Humanities Course	3 SH
Minor Course	3 SH
Electives	6 SH

SENIOR YEAR 30 SH**First Semester 15 SH**

CCS 450--Senior Seminar	3 SH
Minor Course	3 SH
Electives	9 SH

Second Semester 15 SH

FAA 499--Senior Thesis	3 SH
Electives	9 SH
Minor Course	3 SH

FINE ARTS: CORE

All Regis College students are required to complete a Fine Arts Core course. The Core Studies requirement emphasizes that the basic human impulse to create is common across all of the arts. The requirement may be fulfilled by taking any courses with the FAC prefix. These

courses introduce students to aesthetic vocabularies through a survey of a specific arts discipline (Visual Arts, Music or Theater). Core Studies students are also exposed to all the fine and performing arts through attendance at exhibitions, performances, poetry readings and lectures in the O'Sullivan Arts Center.

Exhibitions and events in the O'Sullivan Center serve students in the Fine Art Department as well as the entire Regis University and Denver area community. The O'Sullivan Arts Center is a widely recognized cultural center.

FINE ARTS: MUSIC

A major in Music is not available, however, students may pursue applied music studies in guitar, voice or piano. Students interested in music history, world music or American folk and popular music may take those courses for Core or elective credit. Students may also study music theory on an independent study basis. Music course offerings are listed in the Course Descriptions section.

FINE ARTS: THEATER

A major in Theater is not available. Theater course offerings are listed in the Course Descriptions section.

FRENCH**FRENCH MAJOR 18-19 SH****Upper Division Requirements 18-19 SH**

Eighteen (18) upper division semester hours of French courses, which must include:

FR 409A--Advanced French I	3 SH
FR 409B--Advanced French II	3 SH
FR 415--French Politics and Civilization	3 SH
FR 437--The 20th Century I	3 SH
FR 426--Advanced French Conversation	1 SH
One Upper Division Course in European Philosophy, History, Political Science or International Business *	3 SH

* The course selection is guided by the student's academic interests and career or graduate school goals and is subject to the approval of the academic advisor.

One or more option(s) selected from the following: **

FR 499--Senior Seminar	1 SH
FR 496--Senior Project	1-3 SH
An accredited study abroad program in French	3 SH

** Each of these options (Senior Seminar, Senior Project or study abroad) has as a required component an oral examination to be conducted in French by a member of the Department of Modern Languages faculty. The test is rated according to ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines.

French Minor Requirements 12 SH

Twelve (12) upper division semester hours of French courses, which must include:

FR 409B--Advanced French II 3 SH
Upper Division French Electives 9 SH

GEOGRAPHY

A major in Geography is not available. Geography course offerings are listed in the Course Descriptions section of the *Bulletin*.

GEOLOGY

A major in Geology is not available. Geology course offerings are listed in the Course Descriptions section of the *Bulletin*.

GERMAN

A major in German is available only through the Flexible Major Program. German course offerings are listed in the Course Descriptions section of the *Bulletin*.

GREEK

A major in Greek is not available. Greek course offerings are listed in the Course Descriptions section of the *Bulletin*.

HISPANIC STUDIES

A major in Hispanic Studies is available only through the Flexible Major Program. Spanish course offerings are listed in the Course Descriptions section of the *Bulletin*.

Hispanic Studies Minor Requirements 12 SH

Twelve (12) upper division semester hours of Spanish courses that deal with Spanish literature or language, Hispanic civilization or Hispanic literature in translation.

HISTORY

HISTORY MAJOR 30 SH

Lower Division Requirements 12 SH

Twelve (12) lower division semester hours of History courses with at least three (3) fields (Asia, United States, Western Civilization/Europe, World) represented. One (1) three (3) semester hour course constitutes minimum representation.

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of History courses with at least two (2) fields (Asia, Europe, Middle East, United States, World) represented. One (1) three (3) semester hour course constitutes minimum representation.

History Minor Requirements 12 SH

Prerequisites

Six (6) lower division semester hours of History courses with at least two (2) fields (Asia, Europe/Western Civilization, Middle East, United States, World) represented. One (1) three (3) semester hour course constitutes minimum representation.

Upper Division Requirements

Twelve (12) upper division semester hours of History courses with at least two (2) fields (Asia, Europe, Middle East, United States, World) represented. One (1) three (3) semester hour course constitutes minimum representation.

HONORS PROGRAM

The Honors Program is available both to students who wish to earn honors credit and be distinguished as Regis University Honors Students, as well as to those who are interested in taking individual honors courses without completing an entire honors sequence. The diversity of students ranges from high academic achievers (students must maintain a 3.500 grade point average in the Honors Core to graduate in the Honors Program) to non-Honors students who are willing to meet the challenge of high-caliber work for a particular elective course.

The Honors Program at Regis is an alternative way of meeting the Core requirements. The most accomplished students accepted into Regis College are invited to participate in this more rigorous and more interdisciplinary liberal arts Core. Participation in the Honors Core also promotes the integration of students' intellectual lives into their personal, community and world experiences. Students interested in the Honors Program should contact the Director of the Program.

Regular Core Studies Requirements 37-39 SH

CCS 200--Freshman Seminar	
or	
CCS 250--Transfer Seminar	3 SH
Foreign Language Course	6-8 SH
RS 200--Introduction to Religious Studies *	3 SH
CA 210--Speech Communication *	3 SH
PL 250--Introduction to Philosophy *	3 SH
CCS 300--Sophomore Seminar	3 SH
Non-U.S. History	3 SH
Social Science Elective	3 SH
CCS 400--Junior Seminar	3 SH
Natural Science with Laboratory	4 SH
MT 201--College Algebra (or higher-level mathematics course)	3 SH

* Indicates availability as a special Honors section.

NOTE: *Honors Students are encouraged to take the Humanities Colloquium (HU 201/203) to meet their Core Studies requirements in Literature, Humanities and Fine Arts.*

Special Honors Requirements 11 SH

HU 201--Humanities Colloquium: Literature	3 SH
HU 203--Humanities Colloquium: Art History	3 SH
HO 300--Intellectual Nets and Networks	1 SH
HO 493--Honors Symposium	1 SH
HO 499--Honors Thesis	3 SH

Area Studies Requirements 15 SH

HO 328E-W/428E-W--Economy and Technology	3 SH
HO 338E-W/438E-W--Nature and the Cosmos	3 SH
HO 348E-W/438E-W--Personal Value	3 SH
HO 368E-W/468E-W--Transcendence/Ultimacy	3 SH
HO 378E-W/478E-W--The Polis	3 SH

HUMANITIES

Humanities courses offer an integrated approach to the liberal arts. Regis believes that a multi-disciplinary approach to learning can best help the undergraduate achieve the aims of a broad general education and provide a solid basis for more specialized learning in upper division courses.

Representative works from the literature and history of Western people are examined within the context of the philosophy, art and music that helped shape Western civilization.

ENROLLMENT

Lower division courses (except for the Humanities Colloquium) are open to all Regis students. These courses

meet the Core Studies requirement in Literature or Fine Arts. Upper division courses may require the permission of the instructor, and may have lower division prerequisites. The Director of the Humanities Division may be contacted for further information.

KINESIOLOGY

A major in Kinesiology is not available.

Kinesiology is the study of human movement and how this movement is controlled, adapted and regulated via physiological and psychological systems across the life span.

A minor in Kinesiology builds on courses of study in the biological or behavioral sciences to link the study of human physical activity with foundations of scientific knowledge. Students are challenged to discover and explain mechanisms and principles of human movement, and to apply this knowledge to lead others to optimize health and physical performance in leisure, work, and rehabilitation environments. Courses in the minor develop theoretical and practical knowledge related to the biological, mechanical, and behavioral basis for movement. The minor in Kinesiology provides preparation for future opportunities/advanced study in medicine, physical therapy, other health-related and fitness-related fields, and graduate study in Kinesiology.

The Kinesiology minor, offered through the School for Health Care Professions, Department of Physical Therapy is open to all Regis University students. The five courses in the minor are upper division courses that may be taken in any sequence. Kinesiology courses may satisfy requirements toward other degrees. Each Kinesiology course has prerequisites. Kinesiology course offerings are listed in the Course Descriptions section of the *Bulletin*.

Prerequisites 29 SH

BL 244--Human Anatomy & Physiology I	3 SH
BL 245--Human Anatomy & Physiology Lab I	1 SH
BL 246--Human Anatomy & Physiology II	3 SH
BL 247--Human Anatomy & Physiology Lab II	1 SH
MT 270--Introduction to Statistics	3 SH
MT 370 --Intermediate Statistics	3 SH
MT 360A--Geometry and Calculus	4 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
PY 250--General Psychology	3 SH

Upper Division Requirements 15 SH

KIN 421- Anatomical Kinesiology	3 SH
KIN 422--Kinesiology of Motor Behavior	3 SH
KIN 423 --Physiological Kinesiology	3 SH

KIN 424--Biomechanical Kinesiology	3 SH
KIN/PY 425--Social Psychological Kinesiology	3 SH

BIOLOGY MAJOR SAMPLE DEGREE PROGRAM (Kinesiology Minor)

FRESHMAN YEAR 37 SH

First Semester 19 SH

BL 244--Human Anatomy & Physiology I*	3 SH
BL 245--Human Anatomy & Physiology Laboratory I	1 SH
CH 210--Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
MT 360A--Geometry and Calculus I	4 SH
CCS 200--Freshman Seminar	3 SH
Core Course	3 SH

* This sequence is different than traditional Biology majors.

Second Semester 18 SH

BL 246--Human Anatomy & Physiology II	3 SH
BL 247--Human Anatomy & Physiology Laboratory II	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
PY 250--General Psychology	3 SH
Core Courses	6 SH

SOPHOMORE YEAR 36-38 SH

First Semester 18-19 SH

BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 350--Organic Chemistry II	3 SH
CH 351--Organic Chemistry Laboratory II	2 SH
CCS 300--Sophomore Seminar	3 SH
Foreign Language Course	3-4 SH
Core Course	3 SH

Second Semester 18-19 SH

BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
CH 460--Inorganic Chemistry	3 SH
CH 461--Inorganic Chemistry Laboratory	2 SH
Foreign Language Course	3-4 SH
MT 270--Introduction to Statistics**	3 SH
Core Course	3 SH

JUNIOR YEAR 32-34 SH

First Semester 16-17 SH

Upper Division Biology Electives	3-4 SH
CCS 400--Junior Seminar	3 SH
KIN 422--Kinesiology of Motor Behavior	
or	
KIN 423--Physiological Kinesiology	3 SH
PH 204A--General Physics with Calculus I	3 SH
PH 205A--General Physics Laboratory I	1 SH
Core Courses	3 SH

Second Semester 16-17 SH

Upper Division Biology Electives	3-4 SH
PH 204B--General Physics with Calculus II	3 SH
PH 205B--General Physics Laboratory II	1 SH
KIN 421--Anatomical Kinesiology	3 SH
Core Courses	6 SH

SENIOR YEAR 31-33 SH

First Semester 16 SH

BL 442--Investigative Biology I**	3 SH
BL 495E--Seminar in Biology	1 SH
KIN 422--Kinesiology of Motor Behavior	
or	
KIN 423--Physiological Kinesiology	3 SH
KIN 424--Biomechanical Kinesiology	3 SH
Core Courses	6 SH

Second Semester 15-17 SH

Upper Division Biology Electives	6-8 SH
CCS 450--Senior Seminar	3 SH
KIN 425--Social Psychological Kinesiology	3 SH
Core Courses	3 SH

** The MT 370--Intermediate Statistics prerequisite course can be waived if the student takes both MT 270--Introduction to Statistics and BL 442 Investigative Biology I.

LATIN

A major in Latin is not available. Latin course offerings are listed in the Course Descriptions section of the *Bulletin*.

LEARNING SUPPORT

Courses designated by the "LS" prefix are available to Regis College students as electives in their program of study. The courses are designed to develop skills necessary for successful college-level academic work. Learning Support

course offerings are listed in the Course Descriptions section of the *Bulletin*.

MATHEMATICS

DEPARTMENTAL REGULATIONS

1. Credit may be received for either MT 201 or MT 205, not both. Credit may be received for either MT 270 or MT 272, not both. Credit may be received for either MT 205 or MT 231, not both.
2. The modern language recommended for mathematics majors planning to enter graduate school is either French or German.

MATHEMATICS MAJOR 18 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Mathematics courses, which must include:

MT 423A--Abstract Algebra I	3 SH
Upper Division Mathematics Electives	15 SH

Strongly recommended courses, especially for students planning to go to graduate school include:

MT 454A--Advanced Calculus I	3 SH
MT 454B--Advanced Calculus II	3 SH

Mathematics Minor Requirements 12 SH

Twelve (12) upper division semester hours of Mathematics courses beyond the Core Studies requirement, selected with the approval of the major advisor.

NEUROSCIENCE

Neuroscience is an interdisciplinary field in which scientists share a common interest in studying the anatomy, physiology, and function of the nervous system and how it regulates behavior. Courses for the major are drawn from Biology, Chemistry, and Psychology. The major is designed to provide a foundation in Neuroscience and to give students flexibility to select courses that prepare them for a wide variety of career options. These include but are not limited to graduate study in neuroscience, psychobiology, neuropsychology, neural network modeling, and health-care areas such as physical therapy, neuro-rehabilitation, and medicine. It is also a major for students who are simply interested in understanding the nature of brain-behavior relationships and want to pursue the field as part of a liberal arts education. Students will find that this major is compatible with a wide range of minors or double majors

such as (but not limited to) biology, chemistry, Kinesiology, philosophy, or psychology.

The Honors-in-Neuroscience major adds an independent research component to the Neuroscience major that can help prepare students for graduate and professional schools or for research-oriented laboratory work.

Both Neuroscience majors are administered by the Psychology Department and the Director of Neuroscience, but students can choose an advisor in Biology or Chemistry. Sample programs of study combining the Neuroscience major with a variety of minors and double majors can be obtained from the Psychology Department or the Director of the Neuroscience Program. Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals.

DEPARTMENTAL REGULATIONS

To graduate with a Neuroscience major, a student must have a cumulative grade point average of 2.000 or higher for the required courses in the major.

Written exams may be required to help the Psychology Department with outcome assessment of the curriculum.

NEUROSCIENCE MAJOR 44-49 SH

Lower Division Requirements 24 SH

BL 260--Principles of Biology: Cellular & Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 210--Principles of Chemistry or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH
CH 250--Organic Chemistry I	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
PY 250--General Psychology	3 SH
MT 270--Introduction to Statistics	3 SH

Upper Division Requirements 20-25 SH

NS 485--Neuroscience: Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 487--Neuroscience: Biological Basis of Behavior*	3 SH
NS 488--Introduction to Neuroscience Laboratory Methods*	1 SH

NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH
BL 442--Investigative Biology I	3 SH
or	
PY 419--Experimental Psychology	3 SH
PY 420--Experimental Psychology Laboratory	2 SH

* May be taken in any sequence.

One (1) course with the accompanying laboratory, if appropriate, in each elective area.

Cellular/Molecular Electives

BL 426--Techniques in Molecular Biology	2 SH
BL 427--Techniques in Molecular Biology Laboratory	2 SH
BL 412--Developmental Biology	3 SH
BL 413--Developmental Biology Laboratory	1 SH
BL 414--Principles of Genetics	3 SH
BL 424--Cell Physiology	3 SH
BL 425--Cell Physiology Laboratory	1 SH
BL 436--Mammalian Physiology	3 SH
BL 437--Mammalian Physiology Laboratory	1 SH

Behavioral/Cognitive Electives

PY 454--Cognitive Psychology	3 SH
PY 455--Cognitive Psychology Laboratory	1 SH
PY 482--Sensation and Perception	3 SH
PY 381--Learning and Memory	3 SH
PY 382--Learning and Memory Laboratory	2 SH
CS 464--Expert Systems	3 SH
KIN 422--Kinesiology of Motor Behavior	3 SH

NOTE: *It is recommended that students take as many of the courses listed in the Cellular/Molecular and Behavioral/Cognitive electives as can be accommodated.*

Honors-in-Neuroscience Major Requirements 26-31 SH

In addition to the major requirements listed previously, students who complete the following courses may graduate with an Honors-in-Neuroscience major:

NS 490E-W--Independent Study in Neuroscience*	4 SH
NS 499--Senior Thesis	2 SH

* Independent Study in Biology, Biochemistry, Chemistry, or Psychology may be substituted for this requirement upon approval by the Director of the Neuroscience major after consulting with the instructor of the independent study.

Candidacy must be approved by the Director of the Neuroscience Program. The candidate must:

1. Select a thesis advisor and submit a preliminary thesis proposal.
2. Complete a research project for Independent Study credit.
3. Complete Senior Thesis requirements by:
 - Defending his/her research before a panel of faculty.
 - Presenting his/her research in a public forum such as a lecture in a class or a presentation at a professional meeting.
 - Submitting a final thesis that conforms to APA guidelines and is approved by the faculty examination committee.

Neuroscience Minor Requirements 14 SH

Prerequisites

BL 260--Principles of Biology: Cellular & Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
PY 250--General Psychology	3 SH

Upper Division Requirements

Upper division requirements include a minimum of fourteen (14) semester hours which must include the following courses:

NS 487--Neuroscience: Biological Basis of Behavior*	3 SH
NS 487--Introduction to Neuroscience Laboratory Methods*	1 SH
NS 485--Neuroscience: Functional Neurophysiology and Neuroanatomy*	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory*	1 SH
NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH
Elective**	3-4 SH

* May be taken in any sequence.

** To complete the minor, one additional course must be taken from courses listed as either Cellular/Molecular or Behavioral/Cognitive electives, or as a Neuroscience course.

SAMPLE DEGREE PROGRAM FOR NEUROSCIENCE MAJOR

FRESHMAN YEAR 33-34 SH

First Semester 15 SH

CCS 200--Freshman Seminar	
or	
CCS 250--Transfer Seminar	3 SH
PY 250--General Psychology	3 SH
BL 260--Principles of Biology: Cellular and Molecular Biology	3 SH
BL 261--Cellular and Molecular Biology Laboratory	1 SH
CH 210--Principles of Chemistry	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory	1 SH

Second Semester 18-19 SH

BL 262--Principles of Biology: Organismic Biology	3 SH
BL 263--Organismic Biology Laboratory	1 SH
CH 250--Organic Chemistry	4 SH
CH 251--Organic Chemistry Laboratory I	1 SH
MT 272--Statistics for Social Sciences (or equivalent)	3 SH
Core Courses	6-7 SH

SOPHOMORE YEAR 31-37 SH

First Semester 15-19 SH

CCS 300--Sophomore Seminar	3 SH
NS Research Design Course Requirement	3-5 SH
NS Cellular/Molecular Requirement	
or	
NS Behavioral/Cognitive Requirement	3-5 SH
Core/Elective Courses	3-6 SH

Second Semester 16-18 SH

NS Cellular/Molecular Requirement	
or	
NS Behavioral/Cognitive Requirement	3-5 SH
NS 487--Neuroscience: Biological Basis of Behavior	3 SH
NS 488--Introduction to Neuroscience Laboratory Methods	1 SH
Minor Course	3 SH
Core/Elective Courses	6 SH

JUNIOR YEAR 31-34 SH

First Semester 16 SH

CCS 400--Junior Seminar	3 SH
NS 485--Neuroscience: Functional Neurophysiology and Neuroanatomy	3 SH
NS 486--Neurophysiology and Neuroanatomy Laboratory	1 SH
Minor Course	3 SH
Core/Elective Courses	6 SH

Second Semester 15-18 SH

NS 495E-W--Seminar: Current Topics in Neuroscience	3 SH
Minor Course	3 SH
Core/Elective Courses	9-12 SH

SENIOR YEAR 30-33 SH

First Semester 15-18 SH

CCS 450--Senior Seminar	3 SH
General Elective (NS 490E-W or NS 498E-W recommended)	3 SH
Minor Course	3 SH
Core/Elective Courses	6-9 SH

Second Semester 15 SH

Elective Courses	15 SH
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PARACURRICULAR PROGRAM

Paracurricular courses are available to Regis College students as electives in their program of study. Courses are designed to complement a student's leadership, service or work experiences by providing the accompanying theory and critical analysis.

Paracurricular courses include:

- Leadership seminars from the Regis College Leadership Development Program.
- Peer Assistance Program for students chosen to administer the residence hall.
- Teaching Assistant seminar for students serving as "TA's" for the Freshman/Transfer Seminars.
- Service Learning Seminars to accompany service field activities.

PEACE AND JUSTICE STUDIES

A major in Peace and Justice is not Available.

The Peace and Justice Studies minor provides the opportunity to examine issues relating to injustice, violence, social change, and efforts to create a more just and peaceful world. Grounded in an interdisciplinary approach, the minor offers a set of courses that will introduce students to the key areas of Peace and Justice Studies including the following: conflict resolution, traditions and practice of nonviolence, moral theory, community organizing, case studies of social movements, and historical, philosophical, economic and religious understanding of peace and justice. In addition, students are encouraged to integrate their academic knowledge with practical experience through service learning opportunities and internships.

Peace and Justice Minor Requirements 12 SH

PJ 400--Foundations of Peace and Justice 3 SH
Upper division Peace and Justice Electives
(Selected with the approval of the major advisor.) 9 SH

PHILOSOPHY

PHILOSOPHY MAJOR 18 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Philosophy courses beyond the Core Studies requirement, which must include:

- One (1) course from the ancient or medieval periods selected from the following (or equivalent):

PL 410--History of Ancient Philosophy 3 SH
PL 411--History of Medieval Philosophy 3 SH

- One (1) course from the modern period selected from the following (or equivalent):

PL 414--Rationalists and Empiricists 3 SH
PL 415--The Kantian Tradition 3 SH
PL 419--19th Century Philosophy 3 SH

- One (1) course from the contemporary period selected from the following (or equivalent):

PL 420--Contemporary Currents 3 SH
PL 422--Analytic Movement 3 SH
PL 426--Phenomenology and Existentialism 3 SH

Philosophy Minor Requirements 12 SH

Twelve (12) upper division semester hours of Philosophy courses beyond the Core Studies requirement selected with the approval of the major advisor.

PHYSICAL EDUCATION

A major in Physical Education is available only through the Flexible Major Program.

DEPARTMENTAL REGULATIONS

Independent Studies and Internships are given only to students with previous 400-level course work in the department and who plan to minor in one of the minor areas listed.

Physical Education Minor Requirements 12 SH

Recommended Courses

ED 204--Introduction to Education in the United States
or
SO 200--Introduction to Sociology 3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Physical Education courses selected with the approval of the major advisor.

Physical Education: Coaching Minor Requirements 18 SH

ED 204--Introduction to Education in the United States
or
SO 200--Introduction to Sociology 3 SH
PE 333 Community First Aid 3 SH
PE 425--Principles of Coaching 3 SH
PE 426--Principles of Athletic Training 3 SH

Six (6) additional upper division semester hours of Physical Education courses selected from the following:

PE 418--Wellness: A Personal Commitment 3 SH
PE 498G--Internship in Coaching 3 SH
PE 498H--Internship in Athletic Training 3 SH

Physical Education: Recreation Minor Requirements 15 SH

ED 204--Introduction to Education in the United States
or
SO 200--Introduction to Sociology 3 SH
PE 422--Community Recreational Leadership 3 SH

Nine (9) additional upper division semester hours of Physical Education courses selected from the following:

PE 418--Wellness: A Personal Commitment	3 SH
PE 420--Outdoor Recreational Leadership	3 SH
PE 421--Camping Leadership	3 SH
PE 498F--Internship in Recreation	3 SH
PE 498I--Internship in Outdoor Education	3 SH

PHYSICS

A major in Physics is available only through the Flexible Major Program.

Physics Minor Requirements 12 SH

Twelve (12) upper division semester hours of Physics courses selected with approval of the major advisor.

POLITICAL SCIENCE

POLITICAL SCIENCE MAJOR 27 SH

Lower Division Prerequisites 9 SH

PS 205--Introduction to Political Science	3 SH
PS 215--United States National Politics	3 SH
PS 231--International Relations	
or	
PS 241--Comparative Politics and Government	3 SH

Upper Division Requirements 18 SH

Eighteen (18) upper division semester hours of Political Science courses, which must include a minimum of one, three (3) semester hour course, selected from each of four areas:

United States 3 SH

PS 400--United States Constitutional Law: Structure and Process	3 SH
PS 401--United States Constitutional Law: Civil Rights and Liberties	3 SH
PS 403--Courts and the Judicial Process	3 SH
PS 413--United States Elections and Political Behavior	3 SH
PS 414--The United States Presidency	3 SH
PS 416--United States Congress and Legislative Process	3 SH
PS 421--State and Urban Politics	3 SH
PS 496E-W--Seminar in United States Politics	3 SH

International or Comparative 3 SH

PS 432--International Political Economy	3 SH
PS 439--United States Foreign Policy Since World War II	3 SH
PS 445--Comparative Public Policy	3 SH
PS 449--Comparative Foreign Policy	3 SH

PS 450--International Organizations	3 SH
PS 493E-W--Seminar in International Politics	3 SH
PS 494E-W--Seminar in Comparative Politics	3 SH

Political Thought 3 SH

PS 482E-W--Topics in Political Theory 3 SH

Internship 1-6 SH

PS 498E-W--Internship in Political Science 1-6 SH

Political Science Minor Requirements 12 SH

Prerequisites

PS 205--Introduction to Political Science	3 SH
PS 215--United States National Politics	
or	
PS 231--International Relations	
or	
PS 241--Comparative Politics and Government	3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Political Science courses selected with the approval of the major advisor.

PRE-HEALTH SCIENCE

Medical and dental schools select students after considering evidence of intellectual ability, motivation and past academic and personal achievement. One aspect of achievement is the structure of a student's curriculum, which should include a substantial amount of modern science. A large majority of applicants to medical or dental schools major in biology or chemistry, and these majors are highly recommended.

The minimum course requirements of most medical and dental schools include one year each: (1) general biology, (2) general chemistry, (3) organic chemistry, (4) general physics and (5) mathematics (calculus recommended but not required) together with other courses routinely included in the Regis Core curriculum. In addition, standardized aptitude/achievement tests (MCAT, DAT) are given substantial weight by medical and dental schools in the admissions process. A general background in the fundamentals of modern science is required for good performance on these tests. Therefore, any curriculum undertaken by premedical and predental students should include at least the courses mentioned above, and should typically include additional science courses. The following sample program illustrates a typical course sequence for the four-year program at Regis.

SAMPLE DEGREE PROGRAM FOR PRE-HEALTH SCIENCE (FIRST TWO YEARS)

FRESHMAN YEAR 33-35 SH

First Semester 15-16 SH

BL 262--Principles of Biology: Organismic Biology *	3 SH
BL 263--Organismic Biology Laboratory *	1 SH
CH 210--Principles of Chemistry*	
or	
CH 220--Honors Principles of Chemistry	4 SH
CH 211--Principles of Chemistry Laboratory *	1 SH
MT 205--College Algebra and Trigonometry	
or	
MT 360A--Geometry and Calculus I * +	3-4 SH
CCS 200--Freshman Seminar (or equivalent)	3 SH

Second Semester 18-19 SH

BL 260--Principles of Biology: Cellular and Molecular Biology *	3 SH
BL 261--Cellular and Molecular Biology Laboratory *	1 SH
CH 250--Organic Chemistry I *	4 SH
CH 251--Organic Chemistry Laboratory I *	1 SH
MT 270--Introduction to Statistics	
or	
MT 360B--Geometry and Calculus *	3-4 SH
CA 210--Speech Communication	3 SH
RS 200--Introduction to Religious Studies	3 SH

SOPHOMORE YEAR 38 SH

First Semester 19 SH

CH 350--Organic Chemistry II *	3 SH
CH 351--Organic Chemistry Laboratory II *	2 SH
PH 204A--General Physics with Calculus I *	3 SH
PH 205A--General Physics Laboratory I *	1 SH
MT 360C--Geometry and Calculus III	
or	
Foreign Language Course +	4 SH
PL 250--Introduction to Philosophy	3 SH
CCS 300--Sophomore Seminar	3 SH

Second Semester 19 SH

CH 460--Inorganic Chemistry *	3 SH
CH 461--Inorganic Chemistry Laboratory *	2 SH
PH 204B--General Physics with Calculus II *	3 SH
PH 205B--General Physics Laboratory II *	1 SH
Foreign Language Course	4 SH
Literature/Humanities Elective	3 SH
Social Science Elective	3 SH

* Part of minimum science requirements.

+ Specific course dependent on mathematics or foreign language placement.

The second two years of a premedical or pre dental student's curriculum can, to some extent, be tailored to meet an individual student's needs and interests. Most applicants choose biology or chemistry majors, and sample programs for these majors are listed under the respective departments. Admissions committees are interested in evidence of personal development and maturity. Because of the heavy emphasis on biology in the current MCAT Exam, students contemplating medical school should take as many biology courses as possible. For further information, students should consult the pre-medicine advisor.

PSYCHOLOGY

The curriculum of the Psychology major is designed to provide a working knowledge of factual and current theoretical information in the field. Content is balanced with the development of critical thinking, problem-solving skills and an appreciation of cultural diversity. The application of psychological principles is strongly encouraged through service learning, internship and research opportunities.

The program offers a Bachelor of Science degree in Psychology. The degree requirements are designed with the latitude to prepare students interested in:

1. Pursuing graduate work in psychology,
2. embarking on a career in psychology or related area where a combination of analytic and human skills is applicable, or
3. a liberal arts education in which psychology is a related and relevant major.

Students should work closely with their major advisor to plan a program of study commensurate with their educational and vocational goals. Students may obtain a copy of the Student Advising Handbook from their Psychology major advisor or any Psychology faculty member.

DEPARTMENTAL REGULATIONS

1. The major consists of six (6) 400-level courses in Psychology (minimum of eighteen [18] semester hours). With the approval of the Department, 300-level courses may be used in meeting major or minor requirements. In addition, PY 496E-W--Special Topics in Psychology--may be used to meet distribution requirements with the approval of the Department.
2. Usually the Department requires that four (4) upper division Psychology courses plus PY 493--Senior Capstone (minimum fourteen [14] semester hours) be taken at Regis College to receive a degree with a major

in Psychology; however, the requirements for transfer students, who have taken upper division Psychology courses at another accredited institution of higher education, are assessed individually by the Department. Written exams (e.g., the ACAT exam in Psychology) may be required to assist the Department in this assessment.

- To graduate with a Psychology major, a student must have a cumulative grade point average of 2.000 or higher for the required Psychology courses in the major.

PSYCHOLOGY MAJOR 40-41 SH

Lower and Upper Division Requirements 40-41 SH

Natural Science Course 4-5 SH

One (1) Natural Science course beyond that required by the Core (selection to be approved by the Department). The additional Natural Science course must be taken in the same discipline as the course taken to meet the Core Studies requirement and should be in biology, chemistry or physics.

MT 270--Introduction to Statistics

or

MT 272--Statistics for Social Sciences (also meets the Core Studies requirement for Mathematics) 3 SH

PY 250--General Psychology 3 SH

PY 381--Learning and Memory 3 SH

PY 382--Learning and Memory Laboratory 2 SH

PY 419--Experimental Psychology 3 SH

PY 420--Experimental Psychology Laboratory 2 SH

PY 493--Senior Capstone 2 SH

In addition to courses listed previously, a minimum of eighteen (18) upper division semester hours of Psychology courses, including a minimum of nine (9) semester hours from the Basic Courses category and a minimum of six (6) semester hours from the Applied/Clinical Courses category. The major advisor should be consulted about the best combination of courses to take from each category based on the student's educational and career goals.

Basic Courses 9-12 SH

PY 441--Social Psychology 3 SH

PY 454--Cognitive Psychology 3 SH
and

PY 455--Cognitive Psychology Laboratory 1 SH

PY 459--Developmental Psychology: Child* 3 SH

PY 460--Developmental Psychology: Adolescence* 3 SH

PY 461--Developmental Psychology: Adulthood and Aging* 3 SH

PY 470--Psychology of Personality 3 SH

PY 480--History and Systems of Psychology 3 SH

PY 482--Sensation and Perception 3 SH

PY 485--Functional Neurophysiology and Neuroanatomy 3 SH
and

PY 486--Neurophysiology and Neurology Laboratory 1 SH

* Only one (1) of these courses can be counted toward fulfillment of the Basic Courses category requirement.

Applied/Clinical Courses 6-9 SH

PY 445--Small Group Communication 3 SH

PY 452--Psychological and Educational Testing 3 SH

PY 453--Clinical and Counseling Psychology 3 SH

PY 462--Behavioral and Stress Management 3 SH

PY 471--Abnormal Psychology 3 SH

PY 484--Social Psychology and the Law 3 SH

PY 487--Neuroscience: Biological Basis of Behavior 3 SH
and

PY 488--Introduction to Neuroscience Laboratory Methods (optional) 1 SH

Other Courses 0-3 SH

PY 412--Children's Eyewitness Testimony 3 SH

PY 418--Psychology of Business and Industry 3 SH

PY 425--Social Psychology Kinesiology 3 SH

PY 450--Psychology of Women 3 SH

PY 465--Cross-Cultural Psychology 3 SH

PY 474--Senior Thesis 3 SH

PY 490E-W--Independent Study 1-3 SH

PY 496E-W--Special Topics in Psychology 3 SH

PY 498E-W--Internship in Psychology 3 SH

Honors-in-Psychology Major Requirements

In addition to the major requirements listed previously, students who complete the following requirements may graduate with an Honors-in-Psychology major:

- Maintenance of an overall grade point average 3.000 and a grade point average of 3.250 in psychology.
- Completion of three (3) semester hours of PY 490E-W--Independent Study in Psychology. A research project must be proposed to and approved by a faculty committee in preparation for the Senior Thesis.
- Completion of PY 474--Senior Thesis. This is completion of the research project proposed in PY 490E-W--Independent Study in Psychology.
- An oral defense of the thesis before a panel of faculty including the faculty committee.
- Presentation of the research to a public forum such as a lecture or professional meeting.
- Submission of a thesis that conforms to APA guidelines and is approved by the faculty committee.

Psychology Minor Requirements 12 SH**Prerequisite**

PY 250--General Psychology 3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Psychology courses selected with the approval of the major advisor.

SAMPLE DEGREE PROGRAM FOR PSYCHOLOGY MAJOR**FRESHMAN YEAR 32-34 SH****First Semester 16-17 SH**

CCS 200--Freshman Seminar

or

CCS 250--Transfer Seminar 3 SH

Foreign Language Course 3-4 SH

PY 250--General Psychology 3 SH

BL 244--Human Anatomy and Physiology I

and

BL 245--Anatomy and Physiology Laboratory I

or

BL 260--Principles of Biology: Cellular and Molecular Biology 3 SH

and

BL 261--Cellular and Molecular Biology Laboratory 1 SH

CA 210--Speech Communication 3 SH

Second Semester 16-17 SH

EN 210--Freshman Literature 3 SH

MT 270--Introduction to Statistics (or equivalent) 3 SH

BL 246--Human Anatomy and Physiology II

BL 247--Human Anatomy and Physiology Laboratory II

or

BL 262--Principles of Biology: Organismic Biology 3 SH

BL 263--Organismic Biology Laboratory 1 SH

Foreign Language Course 3-4 SH

RS 200--Introduction to Religious Studies 3 SH

SOPHOMORE YEAR 34 SH**First Semester 17 SH**

CCS 300--Sophomore Seminar 3 SH

PY 419--Experimental Psychology 3 SH

PY 420--Experimental Psychology Laboratory 2 SH

Religious Studies Course (300 level) 3 SH

Non-U.S. History Course 3 SH

Fine Arts Core Course 3 SH

Second Semester 17 SH

Literature/Humanities Course 3 SH

PL 250--Introduction to Philosophy 3 SH

PY 381--Learning and Memory 3 SH

PY 382--Learning and Memory Laboratory 2 SH

Minor Course 3 SH

Elective 3 SH

JUNIOR YEAR 33 SH**First Semester 18 SH**

CCS 400--Junior Seminar 3 SH

Minor Course 3 SH

Philosophy Course 3 SH

Economics Systems Course 3 SH

Elective 3 SH

Upper Division Psychology Course * 3 SH

Second Semester 15 SH

Upper Division Psychology Course * 6 SH

Minor Course 3 SH

Electives 6 SH

SENIOR YEAR 29 SH**First Semester 15 SH**

CCS 450--Senior Seminar 3 SH

Upper Division Psychology Courses * 6 SH

Minor Course 3 SH

Elective 3 SH

Second Semester 14 SH

Upper Division Psychology Courses * 3 SH

Electives 9 SH

PY 493--Senior Capstone 2 SH

* Courses should be selected only after consulting with a major advisor.

RELIGIOUS STUDIES**DEPARTMENTAL REGULATIONS**

1. The Religious Studies Core requirement of six (6) semester hours can be met with courses designated by two (2) different prefixes: RS or RC. RS courses (except for RS 200) are courses in some aspect of Christian Studies including scripture, religious thought and Christian history. RC courses are generally interdisciplinary (e.g., Psychology and Religion) or courses dealing with non-Christian religious traditions.

2. RS 200--Introduction to Religious Studies is the prerequisite for all other courses in Religious Studies. The second Core course requirement must be taken at the 300 level; 400-level courses are designed for majors and minors and as electives for students who have completed their Religious Studies Core requirement.
3. Any student seeking to utilize twelve (12) or more semester hours of Religious Studies as part of any program at Regis is well advised to consult with the Religious Studies Department to facilitate the optimum selection of courses.
4. Transfer students majoring in Religious Studies must take a minimum of twelve (12) semester hours of upper division Religious Studies courses through Regis College. The Department evaluates previous work by each transfer student to determine whether additional course work beyond the twelve (12) semester hours is necessary.
5. RS 499--Senior Project is required of all majors.

RELIGIOUS STUDIES MAJOR 30 SH

Lower Division Requirements 9 SH

RS 200--Introduction to Religious Studies	3 SH
RS 300--Introduction to Biblical Studies	3 SH
RS 310--Historical Introduction to Christianity	3 SH

Upper Division Requirements 21 SH

Twenty-one (21) upper division semester hours of Religious Studies courses (RS or RC), which must include the following:

RS 425--Christianity Through The Centuries: Ethics and Spirituality	3 SH
RS 426--Christianity Through The Centuries: Thought and or Doctrine	3 SH
Four (4) 400-level RS or RC courses (minimum of one course in non-Christian religion or approach to the study of religion)	12 SH
RS 499--Senior Project	3 SH

Religious Studies Minor Requirements 12 SH

Twelve (12) upper division Religious Studies courses selected with the approval of the major advisor.

Recommended courses for Core Studies requirement include the following:

RS 200--Introduction to Religious Studies and RS 300--Introduction to Biblical Studies or	3 SH
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RS 310--Historical Introduction to Christianity	3 SH
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Christian Leadership Minor Requirements 12 SH

Prerequisites

RS 200--Introduction to Religious Studies	3 SH
RS 350G--Christian Service: Leadership Seminar	3 SH
RS 300--Introduction to Biblical Studies (recommended)	3 SH

Upper Division Requirements

Twelve (12) upper division semester hours of Religious Studies (RS or RC) courses selected with the approval of the major advisor.

A Christian leadership internship (RS 498E-W) is available with the approval of the advisor.

SOCIOLOGY

SOCIOLOGY MAJOR 30 SH

Lower Division Requirements 9 SH

SO 200--Introduction to Sociology	3 SH
SO 203--Social Problems	3 SH
SO 204--Introduction to Cultural Anthropology	3 SH

Upper Division Requirements 21 SH

Eighteen (21) upper division semester hours of Sociology courses, which must include:

SO 403--Sociological Theory	3 SH
SO 404--Methods of Sociological Research	3 SH
SO 499--Majors Seminar	3 SH
Upper Division Sociology Electives	12 SH

Sociology Minor Requirements 12 SH

Prerequisite

SO 200--Introduction to Sociology	3 SH
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Upper Division Requirements

Twelve (12) upper division semester hours of Sociology courses selected with the approval of the major advisor.

SPANISH**SPANISH MAJOR 18 SH****Upper Division Requirements 18 SH**

Eighteen (18) upper division semester hours of Spanish courses, which must include:

SP 409A--Advanced Spanish I	3 SH
SP 409B--Advanced Spanish II	3 SH
SP 430A--Survey of Hispanic Literature	3 SH
SP 430B--Survey of Latin American Literature	3 SH
SP 496--Senior Project	3 SH
Upper Division Spanish Elective	3 SH

As part of the Senior Project, the student must pass an oral examination conducted in Spanish by members of the Department of Modern Languages.

Students may count only one upper division Spanish course conducted in English toward the major.

Under the supervision of their advisor, students are required either to undertake a special project in the Denver community that places them in a Spanish speaking environment, or to study abroad in an approved Spanish language program.

Spanish Minor Requirements 12 SH

Twelve (12) upper division semester hours of Spanish courses selected with the approval of the major advisor.

WOMEN'S STUDIES

A major in Women's Studies is available only through the Flexible Major Program.

Women's Studies Minor Requirements 12 SH

WS 490E-W--Selected topics in Feminist Theory	3 SH
Upper Division Women's Studies Electives (selected with the approval of the major advisor)	9 SH

NOTE: WS 300 is a prerequisite for all upper division Women's Studies courses.

REGIS COLLEGE GRADUATE PROGRAM

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING (MAE)

OFFICE: Master of Arts in Education
Room 130 Carroll Hall
Regis University
Mail Code: H-20
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4349 phone
(303) 964-5421 fax

INTRODUCTION

The Master of Arts in Education with a required emphasis in Learning and Teaching (MAE) is designed to provide comprehensive training for teachers in the principles and philosophy of whole learning and teaching applied across the content areas. It is designed to effect change. The central objective of the program is to prepare master classroom teachers to be leaders for educational reform. Although this program gives in-depth training in a number of areas, completion does not lead to certification as a public school teacher in the state of Colorado.

LEARNING FORMAT

The courses are delivered in a variety of formats. Many of the two (2) semester hour courses are delivered on a weekend format during Fall and Spring Semesters. There are a few courses that extend over a full sixteen (16) week academic period. Many of the Summer Semester courses are offered in concentrated academic periods.

FACULTY

The MAE Program is distinguished by a faculty drawn largely from the ranks of precollegiate teaching professionals. The program's fundamental instructional philosophy is that eminently qualified master teachers practicing whole learning theory in classrooms are actively involved in the program as instructors and mentors/advisors.

MAE PROGRAM OUTCOMES

The basic expectation of the master's program is that in each graduate there is self-motivated and self-actualized change as a learner and educator. The depth of change is different and the format varies from learner to learner.

In addition, graduates are empowered as active learners and researchers in control of their own learning and able to make insightful decisions about their students' education. They are wise in their professional judgements and make sound ethical decisions about students' learning. These teachers are committed to providing an excellent education for all students. They respect ethnic diversity and see as one of their primary objectives the need to educate students for their roles as productive citizens in a culturally diverse democracy.

Graduates demonstrate in practice:

1. Knowledge of how and why changes happened for them in a particular direction, where the changes are leading them and which parts of their change might be explored in the future.
2. Competency to compare, contrast and assess the merits of various learning theories and to articulate the research and theory base for their teaching and learning pedagogues.
3. Knowledge of the relationships between their beliefs about teaching and learning and classroom practice; how to evaluate these relationships and how to develop an action plan for making their practices more closely reflect their beliefs.
4. Awareness of their own literacy in reading, writing, numeracy and artistic expression and the implications their own literacy work has on the lives of students in their classrooms; skills as reflective learners and recognition that the knowledge of self-as-learner provides the basis for the master crafts-person/apprenticeship learning in their classrooms.
5. Competency to create for students a learning environment that reflects the philosophy, theory, research and beliefs of whole learning across the content areas.
6. Knowledge of the fundamental need of students to be taught how, not what, to think and the knowledge that critical thought is embedded in literacy learning and developed when students focus on significant content generated from their engagement in experiences that arise from real issues.

7. Understanding of the concept of integration: what it is, how learning across the content areas is interrelated, how various literacies are integrative learning tools and how students may be led into relevant and purposeful integrated learning.
8. Knowledge of the sociocultural aspects of literacy learning.
9. Competency in the use of a variety of alternative assessments and evaluations.
10. Competency as teacher researchers conducting and evaluating either ethnographic or basic research in the classroom and related community cultures.
11. Knowledge of curriculum theory as a basis for designing curriculum for student-centered classrooms to meet the unique needs of their students and community.
12. Competency in working with and establishing learning partnerships with parents.
13. The value of collegiality.

MAE ADMISSIONS

REQUIREMENTS

1. A baccalaureate degree and current licensure as an elementary (K-6) and/or secondary (7-12) school teacher.
2. Submission of official transcripts for all college/university course work.
3. An undergraduate cumulative grade point average of 2.750 from the baccalaureate degree-granting institution.
4. A minimum of one (1) year of teaching experience in either public or private schools in any grade, pre-K through grade 12.
5. Submission of a portfolio of materials that reflect the applicant as teacher and person:
 - a. An essay in which the applicant discusses three books he/she has read and the impact these have had on the applicant's life; at least one of the books should be professional;
 - b. A video showing the applicant's work with students accompanied by written narration of what is happening and why. The video should not exceed ten minutes in length;

- c. Other materials the applicant feels represents him/herself personally and as a learner and/or teacher.

6. Three (3) letters of recommendation, including one each from a colleague, an administrator and a parent of one of the applicant's students.

7. Access to students within a classroom setting on a regular basis for on-going application of concepts developed in the Master's program.

All documents submitted during the application process become the property of Regis University.

APPLICATION DEADLINE

Applications for admission are accepted throughout the year. Early application prior to desired starting date is encouraged.

RETURNING STUDENTS

The MAE Program is designed to allow flexibility in the completion of the course of study. Those who step out of the program and wish to return may do so within two years without an interview with the Program Director. After a two-year absence, a student must have an interview with the Program Director to review degree goals and to outline steps to be taken for continuing in the program.

PROBATIONARY ADMISSION

No students are admitted on a probationary basis, nor are students who are on a probationary status at another university admitted to the program.

INTERNATIONAL STUDENTS

All international students seeking admission should check directly with the MAE Program Office for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements.

1. Submit an official score report of Test of English as a Foreign Language (TOEFL) with a proficiency 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Center's Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance in to the program.

2. Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, living expenses, etc., for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until the student has been admitted by the University and an academic program.

Additional English instruction may be required on or after admission to the program to ensure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period.

MAE PROGRAM CHARGES FOR THE 1998-1999 ACADEMIC YEAR

Tuition (per semester hour)	\$272
Auditing Fee (per semester hour)	\$272
Application Fee (nonrefundable)	\$75
Graduation Fee	\$80
Rush Transcript Fee (same day service)	\$5
CAP Review Fee	\$272
ID Replacement Fee	\$15
Returned Check Charge (per return)	\$25
Course Change Fee (Per student initiated transaction)	\$22

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

Application Fee

A nonrefundable application fee of \$75 is required. This fee must be paid in full before the application is processed.

Tuition

Since MAE courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week (before Saturday) of the academic period. There are several payment options, which are explained in the General Information section of the *Bulletin* under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call the Office of University and Student

Accounts at (303) 458-4126 or 1-800-388-2366 extension 4126, to request a copy of the brochure, "Paying Your Tuition at Regis University."

Tuition Refunds

The MAE Program refund of tuition is processed according to the following policy:

1. A full refund (minus the course change fee) is granted if students officially drop a course before the add/drop deadline.
2. All withdrawals must be approved in writing by the Program Director or designee.
3. Refunds of tuition are provided on a pro rata basis for course withdrawal. For additional information, students should refer to the General Information section of the *Bulletin* under the "Refunds of Tuition" heading.

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level course work for which a grade of "B-" or better has been earned at other colleges and universities that are accredited by a regional association.

Courses that are transferred into a candidate's Regis University Master of Arts in Education: Teaching and Learning (MAE) Degree Plan must match or equate to existing courses in the MAE program in both underlying philosophy and content. No course may be transferred in to take the place of a Core course. A course syllabus must accompany each course transfer request.

NONDEGREE-SEEKING

Up to six (6) semester hours may be taken at Regis University at the master's level (MAE 600-level courses) as an unspecified (nondegree-seeking) student before declaring intention for degree candidacy. These semester hours may be applied to the candidate's degree program.

REGISTRATION

Students may register for courses on the designated registration day for each semester, or by mail or in person in the MAE Office before classes start. A registration period for degree-seeking students precedes an open registration period for both nondegree-seeking and degree-seeking students. Both registration periods occur before the first day of class. Publication of a course schedule each semester includes a registration form. Tuition must be paid at the time

of registration or prior to the first class session of each course.

ATTENDANCE

Because of the concentrated nature of the program, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructors.

AUDITING A COURSE

Auditing is permitted for Regis alumni for a nominal fee through the Alumni Audit Program. Non-alumni may audit courses up to a maximum of six (6) credit hours. Full tuition is charged to all unspecified (nondegree-seeking) non-alumni students registered to audit any Regis University course.

ADD/DROP DEADLINES

For week-long classes, the add/drop period extends through the first day of class. For full semester classes the add/drop period extends through the seventh (7th) calendar day of the semester. Students should refer to the schedule of courses for more detailed information. There is a \$22 fee per transaction day during the add/drop period.

COURSE WITHDRAWAL

All course withdrawals must be approved in writing by the Program Director. A withdrawal is recorded as a "W" on the transcript. The withdrawal period begins the day following the add/drop period and ends at the point at which approximately 75% of the course has been completed. Tuition refund policy information can be found under the "Tuition Refunds" heading in the General Information section of the *Bulletin*.

COURSE LOAD/OVERLOAD

Six (6) semester hours constitute a full load for Fall and Spring Semesters. Eight (8) semester hours constitute a full load in the Summer. Students wishing to carry nine (9) or more semester hours (course overload) must present a formal written request for overload to the Program Director prior to the beginning of the class.

APPEALS OF DISPUTED GRADES

Grade appeals for Regis College graduate students must be initiated within the first month of the semester following receipt of the grade.

Students who wish to protest a grade they have received in a course should follow the procedures listed.

1. The student raises the matter with the instructor in question. If the grade remains in dispute, the student should follow Step 2.
2. At the student's request, the Program Director arranges for a committee of three faculty members to review the case. The student and the teacher may each appoint one of the three. The third is to be chosen by the other two. The committee reviews evidence in any manner the committee deems equitable. (Typically, a written statement from each party that the other party can review and respond to in writing is the first step. Oral presentations to the committee are sometimes also useful. Care should be taken lest either of the parties be intimidated through oral procedure.) The committee recommends the solution. If either party wishes to further contest the committee's solution, Step 3 should be followed.
3. The dissatisfied party appeals to the Academic Dean. The Dean reviews the proceedings up to this point, obtains any new information deemed appropriate and makes the final determination.

ACADEMIC STANDING AND PENALTY

Students whose cumulative grade point average falls below 3.000 are placed on academic probation. Students placed on probation have one semester to raise their grade point average to 3.000. Students who fail to raise their cumulative grade point average to 3.00 are suspended from the MAE Program.

In addition, students who receive a grade of "C" in two courses at the 600 level are subject to academic review and may be suspended from the program. Suspension appeals should be submitted to the Program Director. The Review committee is comprised of the student's mentor/advisor, the Program Director and an instructor chosen by the student. The student may be asked to attend part or all of the appeal review meeting.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

GRADUATION

Application

The filing of a formal Application for Graduation and graduation fee with the MAE Office is required the semester in which students expect to complete graduation requirements. Specific application deadlines are available

from the MAE Office. Failure to make application by the proper date may delay graduation. A Regis cumulative grade point average of 3.000 is required to apply for graduation.

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received by the MAE Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded at a later date.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Additional information regarding policies and procedures for making payment of account is located in the General Information section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the Application for Graduation form of students' intent to participate in commencement. Graduates are listed in the commencement program for the commencement in which they march.

MAE PROGRAM OF STUDY

DESCRIPTION

1. All students take a series of Core courses to provide a strong theoretical foundation in process learning. These courses are taken in conjunction with a choice of concept Strategy Strand courses, which model theory as practice across content. These courses provide for integrated and multidisciplinary learning.
2. Choice, a key element in process learning, provides ownership for learning and empowers the learner. Choice is, therefore, an integral part of the master's program. Candidates have the opportunity to set individual program goals in consultation with their respective mentor/advisor. Once these goals are defined, candidates select courses from one or more of the concept Strategy Strands towards fulfillment of these goals. It is understood that the Strategy Strand courses require on-going involvement with students in a classroom setting.
3. The design and implementation of the curriculum of the master's degree program are dedicated on the application of language (putting language to work) in authentic contexts, with meaningful purposes and real

audiences. Candidates are, therefore, required to gather, process and share pertinent information with parents, community members, peers and school administrators for purposes that fit each contingency.

4. Candidates are required to work with parents throughout their program and to establish parent partnerships to assist parents in their roles as first teachers.
5. Candidates become members of a small Whole Learning Support Seminar (MAE 695E-H) that meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this master's program.
6. Candidates are required to complete a research project applied toward teaching and learning. The research project is part of MAE 615-The Teacher as Research Foundation and MAE 616-The Teacher as Research Practicum.
7. Candidates are required to present their program portfolio (i.e. evidence of change and growth as learners, parent partnership and materials demonstrating the application of learning, including the research and integrated learning projects) in a Culminating Academic Program (CAP) Review before an examining committee comprised of one MAE instructor of the candidate's choice, the student's mentor/advisor, a representative from the MAE Program and one faculty-at-large from Regis University. The CAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699-CAP Review their final semester. The candidate must have completed all course work the semester prior to registering for the CAP Review.

DEGREE PLAN

The Degree Plan outlines in writing the requirements for the Master of Arts in Education: Teaching and Learning. The Degree Plan is signed by the student and mentor/advisor, acknowledging the requirements for the Master of Arts in Education: Teaching and Learning degree. The approved Degree Plan must be signed and submitted to the MAE Office prior to the completion of thirteen (13) semester hours. The signed Plan guarantees the degree requirements and ensures students against program modifications made during the life of the Degree Plan. Signed Degree Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

The minimum length of time in which the program can be completed is twenty-four (24) months. Students must complete the program within five (5) years from the date of Degree Plan signature. The Degree Plan expires after five (5) years, after which a student must have an interview with

the Program Director to establish remaining degree requirements and a time frame for program completion. Additional requirements may be imposed due to program modifications.

DEGREE REQUIREMENTS

1. Successful completion of thirty (30) semester hours from required Core courses, selected Strategy Strand courses and the Whole Learning Support Seminar with a minimum cumulative grade point average of 3.000.
2. Registered participation in MAE 695E-H--Whole Learning Support Seminar. This small group meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of the master's program. Mentor-apprentice partnerships engaged in peer coaching are an on-going activity of the support group. Candidates may receive from two to four (2-4) semester hours of credit for participation in a Whole Learning Support Seminar over the course of their respective programs. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program. Candidates must register for the Support Seminar the semester in which they take their CAP Review.
3. Successful completion of a CAP Review the final semester of a candidate's program. The CAP Review provides a platform for degree candidates to present evidence of their growth and change as a result of experiences in the MAE Program. The student's developing portfolio provides the resources for the CAP Review.

<i>Total Degree Requirements</i>	30 SH
Core Component Requirements	20 SH
MAE 695E-H--Whole Learning Support Seminar	2-4 SH
Strategy Strand Requirements	6-8 SH

Core Courses

The Core component courses provide the framework for classroom practice. Focus is on students in the discovery of their literacy and self-as-learner, beliefs about teaching and learning, theoretical understanding and the development of research skills.

Whole Learning Support Seminar

Upon admission into the program, candidates are assigned to a small (4-10 person) Whole Learning Support Seminar group. This group is led by a mentor/advisor who orients the candidates to the program, facilitates the process of discovering their own literacy, coaches them through the developing portfolio process, supports them through the CAP Review process and helps them design their program

of study beyond the Core component. Candidates are required to register for the Support Seminar for a minimum of two (2) semesters. If a candidate chooses to register for the seminar for only two or three (2 or 3) semester hours, the student is encouraged to register for one additional Strategy Strand course. Full participation in the Support Seminar is expected of candidates for the duration of the program whether or not they registered for it. In the semester of their CAP Review, candidates must register for the Support Seminar. Candidates must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

Strategy Strands

The purpose of the Strategy Strands is to provide choice for focus within or across curricular areas to deepen or widen understandings of the development of literacy in specific contexts.

Candidates select six (6) to eight (8) semester hours from one or more of five (5) Strategy Strands. These Strategy Strands are designed to highlight integration between and among the courses and across strands and to demonstrate theory-as-practice in classroom settings. The Strategy Strand courses are selected to meet a candidate's individual goals. The Linguistically Different Strategy Strand is comprised of a cluster of courses designed to meet the endorsement requirements for English as a Second Language (ESL) and Bilingual Education. The following is a brief description of each Strategy Strand.

Integrated Learning in Humanities

Candidates explore art, music and drama as disciplines, with emphasis on developing concept understandings in these areas. Candidates provide children with the tools for both appreciating and sharing their world more freely. They also explore these areas as processes for learning that can be used to gather, think about and communicate information or experiences across content areas.

Language Learning

Language learning, like mathematics learning, is a process of construction. Literature is emphasized as a major resource for learning across all content areas. Candidates plan, implement and evaluate activities in which student use and consider the functions of language for a variety of relevant learning purposes.

Integrated Learning with Social Studies and Science

The research, philosophy and theory of whole learning are applied to the content of social studies and science. Topics of study are selected by students from community issues that are of interest to them. Emphasis is on developing concept understandings related to the topics being explored. Strategies for integrated learning are presented and modeled by the instructor, often in the context of his/her own

classroom. Candidates plan, implement and evaluate integrated learning experiences that meet the diverse needs of the students in their own classrooms.

Quantitative Thinking

The research theory and philosophy of whole learning are applied to the teaching of mathematics. Emphasis is on developing concept understandings as well as skill proficiency through relevant content. Mathematics is explored as a discipline, a tool for learning across content areas, and as a process of construction. The focus of attention is on the meaning that is being communicated rather than the form of the mathematics itself. Candidates plan, implement and evaluate a variety of integrated experiences in which students explore the role mathematics plays in their lives while learning related mathematical concepts and skills.

Linguistically Different

Courses are designed to lead toward endorsements in Colorado for Bilingual Education or English as a Second Language (ESL). Courses model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Linguistically Different Strategy Strand may qualify a student to be recommended for endorsement.

MAE Program Student Expectations

The following expectations are the threads that weave through every course. In addition to the regular content requirements for each course, students are required to:

- Engage in the teacher-as-researcher process relating Core concepts and theoretical foundations to classroom pedagogues on a daily basis.
- Conduct on-going theory-as-practice classroom applications.
- Design and implement integrated curricula for their unique educational community, building on research and Core concepts presented throughout the program
- Adapt whole learning philosophy, theory and strategies to meet the unique requirements of special needs (e.g., gifted and talented students, English as a second language learners, remedial reader) in their classroom.
- Assimilate experiences and learning in a developmental portfolio.
- Practice constructive self-evaluation strategies and actively participate in the evaluation of themselves as learners at both the course and developmental portfolio levels.

- Demonstrate ethical behavior.

Successful attainment of these student expectation is formally evaluated as part of each Whole Learning Support Seminar.

Throughout the program candidates work closely with a mentor/advisor, a master teacher, who coaches them in classroom applications, supervises the expectation threads and oversees their program's formative evaluation process.

Culminating Academic Program (CAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program (CAP) Review before a Review committee the final semester of their program. Candidates expecting to participate in a CAP Review must send a letter to the MAE Office no later than one (1) week after the start of their final semester requesting a CAP Review. The letter must include first and second choices for the instructor. The MAE office schedules the CAP Reviews and notifies candidates accordingly. Candidates requesting a Review must register for MAE 699-Culminating Academic Program (CAP). An abstract of a candidate's presentation must be submitted to the MAE Office no later than one (1) week prior to the scheduled Review. When necessary, candidates are responsible for their substitute teacher obligations for the Review date.

Candidates may receive a Pass, an Incomplete, or a No Pass grade for their CAP Review presentation. Candidates may have one (1) additional opportunity to successfully complete the CAP Review process if given an Incomplete. A No Pass grade terminates a candidate from the program. Should candidates have to repeat the Review process, they are expected to keep their degree program active by enrolling in a course or MAE 695E-H--Whole Learning Support Seminar during the semester(s) they are not repeating the Review. The semester the Review is repeated, candidates must register for MAE 699-CAP Review. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

LINGUISTICALLY DIFFERENT LEARNER ENDORSEMENT PROGRAMS

INTRODUCTION

Two programs are offered that prepare teachers for a Colorado Teacher Licensure Endorsement in the area of Linguistically Different Learners. The linguistically different endorsement may be either Bilingual Education or ESL only. The Bilingual endorsement is for persons who demonstrate fluency in Spanish. These two endorsement programs are designed to provide comprehensive training for teachers in the "whole learning" process of literacy learning and teaching across the content areas as it applies to the linguistically different learner. These programs have been designed to meet all of the new state of Colorado Standards for Linguistically Diverse Education.

A student wishing either of the two endorsements does not need to complete a Master's degree but must follow similar admission requirements as outlined below. A student may choose, however, to pursue a Master's Degree in Education with an endorsement in Bilingual Education or English as a Second Language (ESL) by completing the core courses in the Master's Program and completing the required course work in the linguistically different learner strand.

ENDORSEMENT PROGRAM ADMISSIONS

REQUIREMENTS

- A bachelor's degree with an emphasis in education and licensure as an elementary and/or secondary school teacher.
- One year teaching experience as a licensed teacher.
- Official transcripts for all college and university course work with an undergraduate GPA of 2.75.
- A typed, double-spaced essay of no more than two pages in which the candidate discusses his/her perception of Bilingual/Multicultural education.
- A five minute video showing the candidate's interaction with students—their own children, Sunday school class, scout troop, classroom et al, with narrative (written or as part of video) explaining what is happening and why.
- Three letters of recommendation to be completed by one of each of the following: a current administrator, a teacher colleague, a student's parent.

- Ongoing teaching experience with students in a classroom setting.
- A non-refundable \$75.00 application fee sent with the Linguistically Different Learner Endorsement Application.
- Students must be competent in reading, writing, and speaking English. They must have a commitment to the field of Bilingual/Multicultural education and must have cross culture sensitivity.

APPLICATION DEADLINE

Application for admissions are accepted throughout the year. Early application prior to desired starting date is encouraged.

Candidates pursuing the ESL endorsement must pass the Place Test for ESL Educators at the conclusion of their program in order to be endorsed.

Candidates pursuing the Bilingual endorsements must have already completed a college or university course in Spanish and must speak Spanish fluently before applying for the endorsement program. They must pass the Place Test for Bilingual Educators at the conclusion of their programs in order to be endorsed.

ENDORSEMENT PROGRAM CHARGES FOR THE 1998-1999 ACADEMIC YEAR

TUITION

Since the endorsement courses operate on an accelerated schedule, the registration and payment procedures are those followed by other non-traditional semester-based programs. Registration confirmations and invoices are mailed to students and payment must be made within the first week of the academic period. (Please refer to the General Information section of the Regis University *Bulletin* under the heading of "Tuition, Fees, Room and Board Charges"). Students are also urged to call the Office of University and Student Accounts at (303) 458-4126 to request a copy of the brochure, "Paying Your Tuition at Regis University."

ACADEMIC INFORMATION

TRANSFER CREDIT

Transfer credit is only awarded for graduate-level course work for which a grade of "B-" or better has been earned at other colleges and universities that are accredited by a regional association.

Courses that are transferred into a candidate's endorsement program must match or equate to existing courses in the endorsement program in both underlying philosophy and content. A candidate may request a transfer of up to six (6) graduate semester hours from another university for courses taken in the past five (5) years. A course syllabus must accompany each course transfer request. Requests are reviewed by a Transfer- of-Credit Committee.

REGISTRATION

Candidate's for the Linguistically Different Endorsement Programs will follow all registration procedures designated in the MAE Schedule of Courses.

ATTENDANCE

Because of the concentrated nature of the endorsement programs, students are expected to attend every class session. Any exceptions to this statement should be negotiated with the individual instructor.

BILINGUAL AND ESL PROGRAM OF STUDY

1. Candidates take a series of courses to provide a strong theoretical foundation in process learning as it relates to the linguistically different learner.
2. Candidates are also required to take 3-5 semester hours of practicum (100-200 hours) in which they demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of children in a bilingual/ESL classroom.
3. The design and implementation of the curriculum of the endorsement classes are predicated on the application of language (putting language to work) in authentic context, with meaningful purposes and real audiences. Candidates are, therefore, required to gather, process and share pertinent information with parents, community members, peers and school administrators for purposes that fit each contingency.
4. Candidates are required to work with parents throughout their programs and to establish parent partnerships to assist parents in their roles as first teachers.
5. Candidates become members of a small Whole Learning Support Seminar that meets regularly throughout the duration of their programs. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of this endorsement program.

6. Candidates are required to present their program portfolio (i.e., evidence of change and growth as learners, parent partnerships and materials demonstrating the application of learning) in a Linguistically Different Learner Culminating Academic Programs (LDLCAP) Review before an examining committee comprised of one MAE instructor of the candidate's choice, a program core coordinator, the student's mentor/advisor, a representative from the MAE Program and one faculty-at-large from Regis University. The LDLCAP Review takes place during a candidate's final semester. Candidates are required to register for noncredit MAE 699B their final semester.

Endorsement Plan

The Endorsement Plan outlines in writing the requirements for the Bilingual or the ESL program. The Endorsement Plan is signed by the student and mentor/advisor, acknowledging the requirements for the endorsement programs. The approved Endorsement Plan must be signed and submitted to the MAE Office prior to the completion of six (6) semester hours. The signed Plan guarantees the requirements and ensures students against program modifications made during the life of the Endorsement Plan. Signed Endorsement Plans may be revised with the approval of the student's mentor/advisor and the Program Director.

Endorsement Requirements

1. Successful completion of eighteen to twenty (18-20) semester hours from required course.
2. Participation in the Whole Learning Support Seminar. This small group meets regularly throughout the duration of the program. Each group is supervised by a mentor/advisor who is a master teacher. Mentoring is an essential component of the endorsement programs. Mentor-apprentice partnerships engaged in peer coaching are an on-going activity of the support group. Candidates are expected to participate fully in a Support Seminar every semester they are active in the program.
3. Successful completion of a LDLCAP Review the final semester of a candidate's program. The LDLCAP Review provides a platform for endorsement candidates to present evidence of their growth and change as a result of experience in the endorsement program. The student's developing portfolio provides the resources for the LDLCAP Review.

Endorsement Student Expectations

The following expectations are the threads that weave through every course. In addition to the regular content requirements for each course, students are required to:

- Engage in the teacher-as-researcher process relating concepts and theoretical foundations to classroom pedagogues on a daily basis.
- Conduct on-going theory-as-practice classroom application.
- Design and implement integrated curricula for their unique educational community, building on research and concepts presented throughout the program.
- Adapt whole learning philosophy, theory and strategies to meet the unique requirements of special needs students in their classroom.
- Assimilate experiences and learning in a developmental portfolio.
- Practice constructive self-evaluation strategies and actively participate in the evaluation of themselves as learners at both the course and developmental portfolio levels.
- Demonstrate ethical behavior.

Successful attainment of these student expectations is formally evaluated as part of each Whole Learning Support Seminar.

Throughout the program candidates work closely with a mentor/advisor, a master teacher, who coaches them in classroom applications, supervises the expectation threads and oversees their program's formative evaluation process.

Linguistically Different Learner Culminating Academic Program (LDLCAP) Review

Candidates are required to present a synthesis of their developing program portfolio in a Culminating Academic Program Review before a Review Committee the final semester of their program. Candidates expecting to participate in a LDLCAP Review must send a letter to the MAE Office no later than one (1) week after the start of their final semester requesting a LDLCAP Review. The letter must include first and second choices for the instructor who will sit on the committee. The MAE Office schedules the LDLCAP Reviews and notifies the candidates accordingly. Candidates requesting a Review must register for MAE 699B--Linguistically Different Learner: (LDL) Culminating Academic Program (CAP) Review. An abstract of a candidate's presentation must be submitted to the MAE Office no later the two (2) weeks prior to the scheduled Review. When necessary, candidates are responsible for their substitute teacher obligations for the Review date.

Candidates may receive a Pass, an Incomplete or a No Pass Grade for the LDLCAP Review presentation. Candidates may have another opportunity to successfully complete the LDLCAP Review if given an Incomplete. If the candidate does not successfully complete the Review the

second time, a No Pass will be given and the candidate will be terminated from the program. The semester the Review is repeated, candidates must register for MAE 699B. Candidates have one (1) year to complete the committee's recommendations and repeat the Review following an Incomplete Review assessment.

Course Work Required for ESL Endorsement

MAE 665E-Teaching the Linguistically Different	3 SH
MAE 665G-English Structure	3 SH
MAE 665H-Bilingual/Multicultural Education	3 SH
MAE 665I-Diagnostic Assessment in Bilingual Education	3 SH
MAE 665J-Parent/Community Involvement	3 SH
MAE 665K-Practicum ESL	3-5 SH
MAE 699B-Culminating Academic Program (CAP) Review	0 SH

Course Work Required for Bilingual Endorsement

MAE 665E-Teaching the Linguistically Different	3 SH
MAE 665F-Using Spanish to Teach Literacy	3 SH
MAE 665H-Bilingual/Multicultural Education	3 SH
MAE 665I-Diagnostic Assessment in Bilingual Education	3 SH
MAE 665J-Parent/Community Involvement	3 SH
MAE 665L-Practicum Bilingual Education	3-5 SH
MAE 699B-Culminating Academic Program (CAP) Review	0 SH

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SCHOOL FOR PROFESSIONAL STUDIES

MASTER OF ARTS IN COMMUNITY COUNSELING (MACC)

Prerequisites

Graduate-level
Community Counseling
Counseling Theory
Counseling Practice
Counseling Research

Coursework

Family Ministry
Community Counseling
Counseling Theory
Counseling Practice

SPS UNDERGRADUATE DEGREE OFFERINGS

The School for Professional Studies offers undergraduate degree programs in the following areas: Bachelor of Arts in Business Administration (BA), Bachelor of Science in Business Administration (BS), Bachelor of Science in Criminal Justice (BS), Bachelor of Science in Health Services Administration (BS), Bachelor of Science in Human Resources Management (BS), Bachelor of Science in Information Systems Management (BS), Bachelor of Science in International Business Administration (BS), Bachelor of Science in Management Information Systems (BS), Bachelor of Science in Marketing Management (BS), Bachelor of Science in Organizational Management (BS), Bachelor of Science in Public Administration (BS), Bachelor of Science in Social Work (BS), Bachelor of Science in Sports Management (BS), Bachelor of Science in Supply Chain Management (BS), Bachelor of Science in Systems Management (BS), Bachelor of Science in Technology Management (BS), Bachelor of Science in Training and Development (BS), Bachelor of Science in Urban and Regional Planning (BS), Bachelor of Science in Visual Arts (BS), Bachelor of Science in Writing (BS), Bachelor of Science in Music (BS), Bachelor of Science in Theater (BS), Bachelor of Science in Film (BS), Bachelor of Science in Animation (BS), Bachelor of Science in Game Design (BS), Bachelor of Science in Interactive Media (BS), Bachelor of Science in Digital Media (BS), Bachelor of Science in Web Design (BS), Bachelor of Science in User Experience (BS), Bachelor of Science in Information Design (BS), Bachelor of Science in Information Architecture (BS), Bachelor of Science in Information Systems (BS), Bachelor of Science in Information Systems Management (BS), Bachelor of Science in Information Systems Security (BS), Bachelor of Science in Information Systems Analysis (BS), Bachelor of Science in Information Systems Development (BS), Bachelor of Science in Information Systems Integration (BS), Bachelor of Science in Information Systems Support (BS), Bachelor of Science in Information Systems Training (BS), Bachelor of Science in Information Systems Testing (BS), Bachelor of Science in Information Systems Deployment (BS), Bachelor of Science in Information Systems Maintenance (BS), Bachelor of Science in Information Systems Troubleshooting (BS), Bachelor of Science in Information Systems Configuration (BS), Bachelor of Science in Information Systems Migration (BS), Bachelor of Science in Information Systems Upgrade (BS), Bachelor of Science in Information Systems Replacement (BS), Bachelor of Science in Information Systems Retirement (BS), Bachelor of Science in Information Systems Archiving (BS), Bachelor of Science in Information Systems Restoration (BS), Bachelor of Science in Information Systems Disaster Recovery (BS), Bachelor of Science in Information Systems Business Continuity (BS), Bachelor of Science in Information Systems Risk Management (BS), Bachelor of Science in Information Systems Compliance (BS), Bachelor of Science in Information Systems Governance (BS), Bachelor of Science in Information Systems Policy (BS), Bachelor of Science in Information Systems Procedure (BS), Bachelor of Science in Information Systems Standard (BS), Bachelor of Science in Information Systems Framework (BS), Bachelor of Science in Information Systems Template (BS), Bachelor of Science in Information Systems Boilerplate (BS), Bachelor of Science in Information Systems Skeleton (BS), Bachelor of Science in Information Systems Shell (BS), Bachelor of Science in Information Systems Framework (BS), Bachelor of Science in Information Systems Template (BS), Bachelor of Science in Information Systems Boilerplate (BS), Bachelor of Science in Information Systems Skeleton (BS), Bachelor of Science in Information Systems Shell (BS).

The School for Professional Studies offers undergraduate degree programs in the following areas: Bachelor of Arts in Business Administration (BA), Bachelor of Science in Business Administration (BS), Bachelor of Science in Criminal Justice (BS), Bachelor of Science in Health Services Administration (BS), Bachelor of Science in Human Resources Management (BS), Bachelor of Science in Information Systems Management (BS), Bachelor of Science in International Business Administration (BS), Bachelor of Science in Management Information Systems (BS), Bachelor of Science in Marketing Management (BS), Bachelor of Science in Organizational Management (BS), Bachelor of Science in Public Administration (BS), Bachelor of Science in Social Work (BS), Bachelor of Science in Sports Management (BS), Bachelor of Science in Supply Chain Management (BS), Bachelor of Science in Systems Management (BS), Bachelor of Science in Technology Management (BS), Bachelor of Science in Training and Development (BS), Bachelor of Science in Urban and Regional Planning (BS), Bachelor of Science in Visual Arts (BS), Bachelor of Science in Writing (BS), Bachelor of Science in Music (BS), Bachelor of Science in Theater (BS), Bachelor of Science in Film (BS), Bachelor of Science in Animation (BS), Bachelor of Science in Game Design (BS), Bachelor of Science in Interactive Media (BS), Bachelor of Science in Digital Media (BS), Bachelor of Science in Web Design (BS), Bachelor of Science in User Experience (BS), Bachelor of Science in Information Design (BS), Bachelor of Science in Information Architecture (BS), Bachelor of Science in Information Systems (BS), Bachelor of Science in Information Systems Management (BS), Bachelor of Science in Information Systems Security (BS), Bachelor of Science in Information Systems Analysis (BS), Bachelor of Science in Information Systems Development (BS), Bachelor of Science in Information Systems Integration (BS), Bachelor of Science in Information Systems Support (BS), Bachelor of Science in Information Systems Training (BS), Bachelor of Science in Information Systems Testing (BS), Bachelor of Science in Information Systems Deployment (BS), Bachelor of Science in Information Systems Maintenance (BS), Bachelor of Science in Information Systems Troubleshooting (BS), Bachelor of Science in Information Systems Configuration (BS), Bachelor of Science in Information Systems Migration (BS), Bachelor of Science in Information Systems Upgrade (BS), Bachelor of Science in Information Systems Replacement (BS), Bachelor of Science in Information Systems Retirement (BS), Bachelor of Science in Information Systems Archiving (BS), Bachelor of Science in Information Systems Restoration (BS), Bachelor of Science in Information Systems Disaster Recovery (BS), Bachelor of Science in Information Systems Business Continuity (BS), Bachelor of Science in Information Systems Risk Management (BS), Bachelor of Science in Information Systems Compliance (BS), Bachelor of Science in Information Systems Governance (BS), Bachelor of Science in Information Systems Policy (BS), Bachelor of Science in Information Systems Procedure (BS), Bachelor of Science in Information Systems Standard (BS), Bachelor of Science in Information Systems Framework (BS), Bachelor of Science in Information Systems Template (BS), Bachelor of Science in Information Systems Boilerplate (BS), Bachelor of Science in Information Systems Skeleton (BS), Bachelor of Science in Information Systems Shell (BS).

BACHELOR OF ARTS (BA)

Prerequisites
Graduate-level
Community Counseling
Counseling Theory
Counseling Practice
Counseling Research

MASTER OF SCIENCE IN COMMUNITY COUNSELING (MSCC)

Prerequisites
Graduate-level
Community Counseling
Counseling Theory
Counseling Practice
Counseling Research

MASTER OF SCIENCE IN INFORMATION SYSTEMS (MSIS)

Prerequisites
Graduate-level
Community Counseling
Counseling Theory
Counseling Practice
Counseling Research

MASTER OF SCIENCE IN INFORMATION SYSTEMS (MSIS)

Prerequisites
Graduate-level
Community Counseling
Counseling Theory
Counseling Practice
Counseling Research

SPS UNDERGRADUATE DEGREE OFFERINGS

SPS Undergraduate Program
Regis University
Adult Learning Center
Mail Code: L-12
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-3530 SPS Undergraduate Program
(800) 967-3237 SPS Undergraduate Program (toll free)
(303) 964-5539 fax

The School for Professional Studies offers undergraduate degrees with majors in the following areas. Students should consult a program representative for available learning formats, campus locations and information regarding the development of flexible majors (i.e., Individualized Degree Plans).

BACHELOR OF ARTS

Adult Education
Art
Behavioral Science
Child Development
Communication *
Criminal Justice
English
Fine Arts
History
Humanities
Human/Community Services
Journalism
Language Arts
Legal Studies/Services
Liberal Arts
Mass Communications
Music
Organizational Communication
Organization Development *
Philosophy
Political Science
Religious Studies
Social Science
Sociology
Spanish
Women's Studies

BACHELOR OF SCIENCE

Accounting *
Banking and Finance
Business Administration*
Business Administration and Management
Communication Technology
Computer Information Systems *
Computer Networking *
Computer Science *
Economics
Environmental Health Sciences
Environmental Management
Gerontology
Health Sciences
Health and Wellness
Human Resource Management *
Labor Relations
Mange of Communications and Media Technology*
Marketing *
Mathematics
Occupational Safety and Health
Psychology
Public Administration
Small Business Administration
Statistics
Telecommunications Management
Valuation Science

* Asterisks indicate established Degree Plans.

CERTIFICATE

Management (On-Site)

GRADUATE DEGREE OFFERINGS

SPS Graduate Programs

Regis University

Adult Learning Center

Mail Code: L-16

3333 Regis Boulevard

Denver, CO 80221-1099

(303) 458-4080 SPS Graduate Marketing and Admissions

(303) 458-4302 SPS Graduate Faculty and Curriculum

(800) 727-6399 SPS Graduate Programs (toll free)

(303) 964-5538 fax

The School for Professional Studies offers six graduate degrees and ten (10) graduate certificates. Students should consult a program representative for available learning formats and campus locations.

Each graduate degree is designed to address the educational needs of adult learners. The degrees vary in format, content and delivery system, but they share a common commitment to a high quality, value-centered educational experience for adults.

Each degree may be pursued at the Regis University Lowell Campus in Denver. Four degrees (MBA, MSM, MSCIS and MNM) may be earned at sites in addition to the Lowell Campus. Two degrees (MACL and MALS) are non-campus based, but require limited instructional time at the Lowell Campus. The external Master of Business Administration and the Master of Nonprofit Management may be earned entirely through distance technology. The history, objectives, format and content of each degree are described in the section for that degree.

MASTER OF ARTS IN COMMUNITY LEADERSHIP (MACL)

Emphases

General

Family Ministry

Pastoral Administration

Religious Education

Spiritual Direction

Certificates

Family Ministry

Pastoral Administration

Religious Education

Spiritual Direction

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

Emphases

Education

Language and Communication

Psychology

Social Science

MASTER OF BUSINESS ADMINISTRATION (MBA)

Emphases

General

Finance and Accounting

Information Systems

International Business

Market Strategy

Operations Management

MASTER OF NONPROFIT MANAGEMENT (MNM)

Certificate

Nonprofit Management

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (MSCIS)

Emphases

Database Technologies

Management of Technology

Multimedia Technologies

Networking Technologies

Object-Oriented Technologies

Self-Selected

Certificates

Database Technologies

Management of Technology

Multimedia Technologies

Networking Technologies

Object-Oriented Technologies

MASTER OF SCIENCE IN MANAGEMENT (MSM)

Certificates

Executive International Management

Executive Leadership

Strategic Business Management

Strategic Human Resource Integration

SCHOOL FOR PROFESSIONAL STUDIES

GENERAL INFORMATION

Policies in the General Information section apply to the School for Professional Studies (SPS) unless otherwise indicated in this section.

MISSION

The Regis University School for Professional Studies is a leader in adult higher education; offers learners innovative education opportunities; fosters collaborative, personalized education; and develops lifelong learners who contribute to their communities.

PURPOSE

The School for Professional Studies develops and administers undergraduate and graduate degree programs, certificates, credit courses, and non-credit courses for both traditional and nontraditional learners. These offerings tailor learning to the adult learner through classroom-based, guided independent study, or distance learning delivery. The School for Professional Studies is structured to serve two general groups: those who wish to complete a program leading to a degree; and those who seek specialized training or knowledge to increase their competence in their current occupation or profession or to prepare themselves for a new occupation or profession.

PROGRAM ASSUMPTIONS

The Regis University School for Professional Studies recognizes that lifelong learning is integral to professional growth. No longer can the working professional survive on the assumption that the completion of a formal program in a prescribed number of years is adequate preparation for a lifetime of work. This concept must give way to a concept of lifelong education as an integral part of a career.

The teaching/learning theories and strategies of the School for Professional Studies are drawn from the growing field of andragogy--the art and science of helping adults learn. In particular, four assumptions drawn from the work of Malcolm Knowles are implemented in programs offered by the School for Professional Studies.

Changes in Self-Concept: This assumption is that, as people grow and mature, their self-concept moves from one of dependency to one of increasing self-directedness. Adult learners are accustomed to making important decisions in their personal and professional lives. An educational program that seeks to meet adult learners on a psychologically sound and healthy basis must encourage increasing self-directedness.

Role of Experience: This assumption is that, as individuals mature, they accumulate an expanding reservoir of experience that causes them to be increasingly rich resources for learning. At the same time, this reservoir of experience provides them with a broadening base from which to relate new learning. Studies of cognitive changes in the adult years give evidence that both programmed and unprogrammed experiences produce deep-seated changes in the way adults approach their thinking. Accordingly, for adult learners, effective education demands increasing emphasis on experiential techniques that tap this experience.

Readiness to Learn: This assumption is that, as individuals mature, their readiness to learn is decreasingly the product of biological development and academic pressures and is increasingly the product of the developmental tasks required for the performance of their evolving social roles. Adults, then, develop as workers, spouses, parents, organizational members and leaders, leisure time users and the like. There is no assumption that one has to sit passively by and wait for readiness to develop naturally. There are ways to stimulate readiness to learn through exposure to better models of performance, higher levels of aspiration and self-diagnostic procedures.

Orientations to Learning: This assumption is that adults tend to have a problem-centered orientation to learning. While much of a child's education is one of postponed application, adults come to education because they are experiencing some need to improve their capabilities and demonstrate their competencies with some immediacy. Adult students want to apply tomorrow what they learn today.

STUDENT LIFE

The following includes information specific for SPS students. Additional information in this area is located in the General Information section of the *Bulletin*, under the same heading.

CAMPUS MINISTRY

Campus Ministry, with offices at the Denver Lowell Campus, serves the entire University community. Its goal is to assist the members of the Regis community in their search for, experience with, and celebration of, a life of faith. Campus Ministry strives to provide the following services: daily and Sunday celebration of the Eucharist, availability of the

sacraments, days and evenings of recollection, special prayer and liturgical services, spiritual direction and advising, forums and interdisciplinary ventures, retreats and assistance to persons experiencing grief. Campus Ministry also rents the St. John Francis Regis Chapel for weddings, funerals and baptisms to Regis University students, staff and faculty. Its office is located in the Student Center, Room 200. Students may call (303) 458-4153 for more information.

CAREER SERVICES

The Career Services department at Regis offers SPS undergraduate and graduate students a full spectrum of career services including resume critiques, job search strategies, career fairs, networking resources, and activities to assist in career and education decision making. The Lowell Campus has job announcements from Colorado employers. Staff meet students at distance sites and have evening appointments. Workshops on job search topics are held each semester. For more information on these activities use the website www.regis.edu. Click on General Information; then click on Career Services. For an appointment or workshop schedule, call (303) 458-3508 or, if out of Denver Metro area, (800) 388-2366 extension 3508.

ACADEMIC INFORMATION

For information on student responsibility, types of credit accepted and student records, students should refer to the Academic Information section in the Regis University General Information section of the *Bulletin*.

INTERNATIONAL STUDENTS

Admission Requirements

The School for Professional Studies welcomes international students. However, the curriculum places heavy emphasis on English reading, speaking and writing skills. No exceptions to degree requirements are made.

All international students seeking admission to the School for Professional Studies should check directly with the appropriate program admitting unit for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements:

1. Submission of an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program. If

English support services are provided by the academic program, or if the international recruiter/admissions officer determines through an alternate formal English language proficiency assessment that the student has the necessary language proficiency, the requirement for submission of the TOEFL, MLT scores, or 109-Academic may be waived by the appropriate School for Professional Studies Associate Dean.

2. Completion of a personal interview with the admissions representative.
3. Submission of documentation to the program office of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc., and demonstrate adequate coverage for Health Insurance in the United States, for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until the student has been admitted by the University and an academic program.

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended. Applications received later may not be processed in time and may have to be held for the following academic period. All documents submitted during the application process become the property of Regis University.

FINANCIAL AID

For information on application, eligibility requirements and available funding, students should refer to the Financial Aid Information in the Regis University General Information section of the *Bulletin*.

PAYMENT OF TUITION AND OTHER CHARGES

Registration confirmations and invoices for related charges are mailed to students by the Office of Student and University Accounts within 48 hours of registration. Payment of the charges is expected before the end of the first week of the academic period. There are several payment options, and Regis personnel are available at many Regis sites to collect payment. For payment option information, students may call 1-800-388-2366, extension 4126, or locally (303) 458-4126 and request a copy of the brochure, "Paying Your Tuition at Regis University." Additional information is also listed in the General Information section of the *Bulletin* under the "Tuition, Fees, Room and Board Charges" heading.

TRANSFER CREDIT

An official evaluation of transfer credit will be completed only after all admissions requirements have been met, formal admission to the University has been granted, and the student has submitted the required official credentials. Any evaluation of transfer credit completed prior to meeting all these conditions is considered unofficial.

Transfer credit policies vary for undergraduate and graduate programs in the School for Professional Studies. In order to ensure acceptance of transfer credit from other institutions once students are enrolled at Regis University, all transfer courses need prior approval of an Academic Advisor, graduate Faculty Advisor or designee. No undergraduate transfer credit with less than a grade of "C-" is accepted in transfer toward an undergraduate degree. No graduate transfer credit with less than a grade of "B-" is transferred with credit applied toward a graduate degree. For additional information on Transfer Credit, students should refer to the Transfer Credit Information in the Regis University General Information section of the *Bulletin*.

REGISTRATION

The registration process for the School for Professional Studies originates in the respective programs of the School. Students may register and pay at any Regis site, in person, by phone, mail or fax.

Add/Drop

School for Professional Studies students may drop a course through the end of the published add/drop period in person, by phone, mail or fax at any Regis site. When students drop a course within the add/drop period, the course does not appear on the transcript, tuition charges are credited to the account and a course change fee is charged. If students are registered for a classroom-based course but are absent from the first class meeting without giving prior notice to the instructor, students are notified by the SPS registration department inquiring about status.

Withdrawal

The School for Professional Studies student is permitted to withdraw from an individual course, from all courses for an academic period or from his/her program. Information about the withdrawal procedures and deadlines is available from the individual program. Students may withdraw from courses beginning the first business day following the add/drop deadline through the published withdrawal deadline for the academic period. If students withdraw from a course, a grade of "W" is posted on the transcript and the grade is not calculated in the grade point average. Tuition refunds are calculated on a prorated basis. The refund calendar for each academic period is available at all Regis sites.

Concurrent Enrollment in Other Regis Programs

Approval of the appropriate SPS Associate Dean or designee is generally required for concurrent enrollment when School for Professional Studies students wish to enroll in a course in Regis College or the School for Health Care Professions. Approval of the Dean for the school offering the course may also be required. Tuition and any associated fees are charged at the rate of the program offering the requested course.

Cross-Listed Regis Courses

Some undergraduate courses are cross-listed by two or more departments. Students may choose course credit from only one of the departments listed, and they must register for the appropriate department in which they wish to receive credit.

Class Attendance

Students are expected to make every effort to attend all class meetings. Attendance standards for individual courses are established in writing by the instructor at the first class session. Students unable to attend the first class must contact the instructor ahead of time. Students should refer to specific degree policies for further information.

Attendance at Final Examination/Class

Final examinations may be given at the end of each academic period. Students who miss a final examination, or who fail to submit all required work without a justifiable excuse, are awarded a grade based on all course requirements. Students who are unable to take a final examination or complete final course requirements for a valid reason (i.e., circumstances beyond the student's control), may request in writing to the instructor a grade of Incomplete ("I"). The "I" grade must be removed within a specified period of time or the alternate grade is assigned. More information can be found under the "Grade of Incomplete" heading in the General Information section of the *Bulletin*.

Grade Reports

All grades are reported at the end of each academic period, at which time they become official and are entered on students' permanent records. Grades are mailed at the end of each academic period to the grade address specified by the student. If no grade address is specified, grades are mailed to the permanent address. Grades cannot be released by telephone or by fax.

APPEALS OF DISPUTED GRADES

Undergraduate

All challenges must be initiated within sixteen (16) weeks of the completion of the course in which the grade being challenged was received. Students must first discuss the matter with their instructor.

If a satisfactory resolution cannot be reached, students are to proceed as follows:

1. Make copies of all the materials that were submitted to the instructor and returned with feedback and grade;
2. Make a list of any assignments, papers, etc., turned in to the instructor and not returned, and provide copies of this work if possible;
3. Write a cover letter addressed to the Director of Faculty explaining the concern and the reason for appealing the grade; and
4. Send the above materials to the Director of Faculty for the appropriate graduate or undergraduate division.

The Director of Faculty then contacts the faculty member directly and asks for a written explanation. In some cases the Director of Faculty reviews the material personally; in other cases the materials are reviewed by another faculty member selected by the Director. The Director makes the decision. Students are informed in writing of the outcome of the appeal. Students may appeal the decision of the Director of Faculty to the appropriate Associate Dean of the School for Professional Studies. This appeal must be submitted within two calendar weeks of receipt of the decision of the Director of Faculty. The Associate Dean's decision is final.

Graduate

All appeals of disputed grades must be made in writing. The appeal must be initiated within four (4) calendar weeks after course completion. Students should use the following procedure:

1. The student contacts the instructor/Course Consultant in writing to request a review of the issue.
2. If the dispute is not resolved with the instructor/Course Consultant, the student submits the reasons for the grade appeal in writing to the instructor/Course Consultant and sends a copy to the appropriate Degree Chair.
3. The Degree Chair reviews all documentation submitted. If needed, the Degree Chair contacts the student and the instructor/Course Consultant to arrange a personal interview.
4. The Degree Chair approves or disapproves the appeal. If the Degree Chair approves the appeal, a Change of

Grade Form is completed and submitted to the Office of the University Registrar. The Degree Chair informs the student and the instructor/Course Consultant in writing of the decision regarding the appeal. If the appeal is denied, the student may appeal the decision with the Director of Graduate Faculty and Curriculum.

5. Written appeals to the Director of Graduate Faculty and Curriculum must be submitted within two (2) calendar weeks of receipt of the decision of the Degree Chair. The decision of the Director of Faculty and Curriculum is final.

GRADUATION

For information on application, application processing, degree award, financial clearance, graduation honors and attendance at commencement exercises for SPS Programs,

students should refer to the "Graduation" information in the Regis University General Information section of the *Bulletin*.

CORPORATE EDUCATION SERVICES

Corporate Education Services meets the continuing professional development needs of large and small businesses, professional associations, governmental agencies and educational institutions. A variety of educational services are available through Corporate Education including credit certificate programs, non-credit certificate programs, credit and non-credit customized training, employee development and contractual consulting services.

Regis University's Corporate Partnerships offer long-term contractual arrangements with several corporations. The partnerships provide a variety of educational services designed to meet the corporation's educational needs, including a full-time educational and career counselor at the Coors Brewing Company, and training and career development for bargained-for workers at the ETOP Center in Denver's Lucent Technologies.

Corporate Education has formed strategic partnerships with numerous professional organizations to offer ongoing state-of-the-art professional training and certification. Corporate Education currently collaborates with:

- The Society for Human Resource Management
- The American Society for Training and Development
- The American Society for Quality
- The American Payroll Association
- WestNet Learning Technologies
- The Rocky Mountain Direct Marketing Association
- The Colorado State Council of Human Resource Management
- The National Association of Communication System Engineers

SPS UNDERGRADUATE PROGRAM

GENERAL INFORMATION

Unless otherwise noted, the School for Professional Studies (SPS) Undergraduate Program follows all policies and procedures as stated in the General Information section of the *Bulletin*. Supplemental information for SPS Undergraduate students is outlined in the following section and in the SPS Undergraduate Student Guidebook/Course Schedule.

LEARNING FORMATS

Four learning options are available for students to earn Regis University credit: accelerated classroom-based, guided independent study, televised learning and internet.

ACCELERATED CLASSROOM-BASED

Regis University SPS campus centers are located in the following areas/communities:

Colorado

Boulder County
Colorado Springs
Denver (Lowell Campus)
Denver (Southeast Campus)
Fort Collins
Glenwood Springs

Wyoming

Cheyenne

Accelerated classes are offered in five- and/or eight-week academic periods. Some sites offer a weekend intensive format. Most courses meet one or two days/evenings each week for a total of 20 to 32 contact hours. ***Course learning format, selection and availability varies by campus location.***

Students choosing this option usually study a single subject area for a concentrated period of time. This course format is based on a facilitative model of learning.

Most accelerated classes require a minimum of 19-25 hours of combined study and classroom time each week, depending on the course content, course length and the student's learning style. While this model allows for degree completion in a shorter period of time, there is an increased expectation for independent learning outside the classroom.

GUIDED INDEPENDENT STUDY (GIS)

In this method of study, students share the responsibility of the course design with a Faculty Advisor at Regis University, as well as an outside expert who acts as a Course Consultant. Plans for course study are formalized in a Learning Contract, with work to be completed within an eight-week or semester time period.

Students may choose this option for any course in the approved Degree Plan. It is especially convenient when schedules or geographic distance prevent students from traveling to a classroom site, or from studying a particular subject area that is not available as a classroom-based or televised course.

Course Consultant

Course Consultants are identified as outside experts who have current knowledge, experience and the minimum of a master's degree in the field to be studied. They must be approved in advance by the Regis advisor. The role of Course Consultants is to facilitate the learning process by guiding students through course planning and completion of requirements, as well as evaluating students' work.

Learning Contract

The Learning Contract is a formal agreement that defines the plan of independent study, and is approved and signed by students, Course Consultants and Regis advisors. It is developed by students in cooperation with Course Consultants, is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Students spend approximately 45 clock hours per credit on each course, including planning time, meetings with their Course Consultants and doing the course work. For a three (3)-credit course completed during an eight-week academic period, this would constitute a minimum of seventeen to twenty (17-20) hours each week. Selected courses are offered on the semester calendar.

REGIS TELEVISED LEARNING (RTL)

Courses are offered on videotape or through JEC College Connection (formerly Mind Extension University) on their Knowledge TV cable network channel. Academic periods are eight (8) weeks in length; five (5) weeks of video-based instruction, followed by three (3) weeks of guided independent study. Students communicate and collaborate with faculty, Evaluating Faculty, and other students through voice mail, telephone, fax, and Internet e-mail when available.

Lifestyle issues including variable work schedules, family responsibilities, physical limitations or geographical

inaccessibility make this a viable option for students' continuing education. Regis televised learning primarily focuses on the completion of a degree in Business Administration; however many of the courses may be approved to apply toward other appropriate majors.

Students should plan a minimum of 17-20 hours each week for viewing videos and completing course assignments.

CURRICULUM

Regardless of format, each course offered through the School for Professional Studies (SPS) Undergraduate Program focuses on course objectives, required learning activities and outcome evaluation. Close attention is given to the integration of theory and practice, as well as the opportunity to develop skills and abilities that prepare students for changing demands of the workplace.

Because effective written and oral communication skills are essential in both occupational and academic environments, the SPS Undergraduate Program emphasizes the development of these skills.

FACULTY

Classroom facilitators, independent study Course Consultants and presenters are working professionals representing various corporations, businesses and organizations. All hold a masters or doctoral degrees, and bring academic theory and current professional experience to the learning environment. An assessment process is employed to determine not only the knowledge base of each selected faculty member, but also his/her ability to facilitate the learning of adult students.

ACADEMIC ADVISING

A unique feature of the SPS Undergraduate Program is its emphasis on individualized academic advising. Full-time advisors are available to assist with course planning and degree development as needed. Advisors provide assistance and recommendations to students from the point of admission through graduation.

SPS UNDERGRADUATE PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Application Fee (non-refundable)	
Undergraduate degree and nondegree-seeking	\$50
Televised Learning degree seeking	\$50
Televised Learning nondegree-seeking	\$25
Challenge Exam Fee (per semester hour)	\$60
Change of Degree Plan Fee (per Degree Plan)	
All except Televised Learning	\$25
Televised Learning nondegree to degree-seeking	\$50
Accelerated Classroom-based (per semester hour)	
All locations except Colorado Springs	\$213
Colorado Springs	\$203
CLEP Exam Fee (per exam)	\$53
DANTES Exam Fee (per exam)	\$53
Course Drop Fee (per course; student initiated)	\$22
Graduation Fee	\$80
Guided Independent Study (per semester hour; includes Course Consultant stipend of \$55 per semester hour)	\$255
On-Site Courses (per semester hour)	\$213
Portfolio Fee (per semester hour)	\$60
Returned Check Fee (per return)	\$20
Televised Learning	
Colorado (per semester hour)	\$213
Out-of-State (per semester hour)	\$203
Module Fee (per module)	\$15
Videotapes (per course)	\$40
Transcript Fee	
Regular	\$0
Rush (same day service)	\$5

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ADMISSION REQUIREMENTS

BACCALAUREATE DEGREE

An Application for Admission may be submitted to the SPS Undergraduate Program at any time during the year. To be accepted to the SPS Undergraduate Program, each applicant is required to:

- Submit an Application for Admission and initial application fee.
- Document a minimum of three (3) years of full-time work experience after high school graduation on the application.

- Demonstrate college-level writing skills either by enrolling in and passing EN 200--Essentials of Effective Writing, or by submitting the SPS undergraduate admissions writing sample to Undergraduate Admissions.
- Document high school or equivalent education by submitting official high school transcripts or GED scores (required only if the applicant is enrolling in college for the first time).
- Submit official transcripts from all colleges and universities previously attended.
- Submit if applicable: official CLEP, PEP and/or DANTES scores; notarized military records and training certificates; professional training, licenses and certificates that have been evaluated by the American Council on Education (ACE) or by the Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

All documents submitted during the application process become the property of Regis University.

In order to evaluate an applicant's official transcripts and prepare a Degree Plan, all of the documents previously listed must be in the student file. Applicants are encouraged to submit these materials as soon as possible to ensure accuracy and completeness of records for effective academic advising.

Upon acceptance, students may enroll in courses for which prerequisites have been met. Faculty members assume that all students enrolled in a course have the foundational knowledge provided in the specified prerequisite course(s).

CERTIFICATE (On-site Only)

Admission Requirements

Each applicant is required to:

- Submit an Application for Admission and initial application fee.
- Document a minimum of three (3) years of full-time work experience after high school graduation on the application.
- Document high school or equivalent education by submitting official high school transcripts or GED scores. (Required only if the applicant is enrolling in college for the first time.)
- Submit official transcripts from all colleges and universities previously attended, if appropriate.

- Submit if applicable: official CLEP, PEP and/or DANTES scores; notarized military records and training certificates; professional training, licenses and certificates that have been evaluated by the American Council on Education (ACE) or by The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

All documents submitted during the application process becomes the property of Regis University.

Grading and Transfer Policy

A grade of "C-" or above is required for each course taken as a part of the certificate program.

Six (6) semester hours of credit may be transferred upon entrance to the Certificate Program, provided the course(s) meet(s) transfer credit requirements.

TEACHER EDUCATION

The Admissions Committee considers every candidate's qualifications for admission to the Teacher Education Program. Students may be accepted for Colorado teacher licensure or Wyoming teacher certification. No students are allowed to begin methods courses until all requirements for acceptance have been met.

Teacher Education applicants must meet the following requirement in addition to those listed under the Baccalaureate Degree Requirements heading:

- Evidence/recommendation indicating the student's ability to work successfully with young people of the appropriate age group.
- Submission of the SPS undergraduate writing sample.
- Acceptable course work in public speaking or successful completion of an oral competency exam administered by the Adult Learner Services Testing Center.
- An overall grade point average of 2.500 for transfer credit (or for the most recent thirty [30] hours of academic credit).
- Colorado applicants must successfully complete the PLACE Basic Skills Exam prior to any course requiring field work.

Some regulations concerning licensing or certification are mandated by the Colorado and Wyoming Departments of Education. Regis University changes its requirements as necessary to meet state regulations.

NONDEGREE-SEEKING STUDENT STATUS

Students who wish to enroll in individual courses, including teachers enrolling for recertification purposes, must meet the general admission criteria of three (3) years work experience. The appropriate application form(s) of post high school work experience and designated application fee must also be submitted.

Recertification students are asked to confirm selected course work with the appropriate State Department of Education.

Nondegree-seeking students may register for any number of courses, as long as course prerequisites have been met. However, academic advising services are not available unless students become degree-seeking.

INTERNATIONAL STUDENTS

All international students must complete general admission requirements as outlined under the International Student heading in the SPS General Information section of the Bulletin.

RETURNING STUDENTS

Students who have had to interrupt their education, and who are in good academic and financial standing, may return at any time.

For students who do not sign a Degree Plan and/or do not enroll in any Regis University courses within one year of acceptance, the Application for Admission expires. Reapplication is required, however no additional admission fee is charged.

Students returning to the University after the Degree Plan has expired must also reapply. No additional admission fee is charged. Policies and degree requirements current at the time of reapplication apply, and a new Degree Plan is prepared and reviewed with the student.

SPECIAL PROGRAMS

SERVICEMEMBERS OPPORTUNITY COLLEGE (SOC)

Regis University has been designated as an institutional member of the Servicemembers Opportunity College (SOC), a group of more than 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Regis University recognizes the unique nature of the military lifestyle and is committed, to assisting with the transfer of relevant course credits, providing flexible academic

residency requirements and validating experiences as college-level training from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

BACHELOR DEGREES FOR SOLDIERS (BDFS)

Bachelor Degrees for Soldiers (BDFS) is a system of voluntary, off-duty bachelor's degree programs designed for Army NCOs and Warrant Officers. Programs in the BDFS system relate directly to the Military Occupational Specialties (MOS) of soldiers and are offered only by regionally accredited colleges/universities on or accessible to Army installations worldwide. This system is operated by the SOC for the Army.

Regis University holds membership in the following BDFS curricula: BS in Accounting, BS in Computer Science, BS in Computer Information Systems and BS in Business Administration.

EARNING ACADEMIC CREDIT

Toward completion of degree, certificate, or licensure/certification requirements, students may utilize a combination of the following methods for accumulating credit:

REGIS UNIVERSITY CREDIT

As defined under the Course Learning Formats heading for the SPS Undergraduate Program, students may complete Regis University academic course work through any or all of the following learning formats:

- accelerated classroom-based courses (ACB)
- guided independent study (GIS)
- Regis televised learning (RTL)
- internet/online

Course work acquired through any of these learning formats, as well as courses available through Regis College, the School for Health Care Professions or previous course work completed at Loretto Heights College, meet the definition of Regis University credit.

All undergraduate students seeking a bachelor's degree and/or teacher licensure/certification are required to complete a minimum of thirty (30) semester hours at Regis University.

PRIOR LEARNING ASSESSMENT

Many adult students have extensive work or life learning that can be documented and evaluated for college credit. Adult Learner Services offers two methods of assessing prior learning:

Portfolio

Regis University, like more than 1,500 other American colleges and universities, awards credit for documented, college-level learning gained through experience and/or on-the-job training programs. A portfolio of prior learning consists of one or more essays (in contrast, teacher certification/licensure students present their skills in competency format) in which the student demonstrates the knowledge equivalent to that gained from a college course. Portfolio credit may be awarded for a wide range of areas of expertise. Students can petition to earn credit in any college-level subject area (e.g., business, computers, fine arts, creative writing, foreign languages and photography).

All students who wish to earn portfolio credit must enroll in ED 202--Experiential Learning and Assessment (1 semester hour). This course is available in the accelerated classroom-based format at selected Regis campuses, through independent study or through Regis televised learning. Students also have the potential of earning a minimum of three portfolio credits at completion of this course.

Students may petition for a maximum of forty-five (45) semester hours of portfolio credit. Both the ED 202 course and subsequent portfolio credits are graded on a Pass/No Pass basis by faculty and/or subject matter experts. Credits earned through the portfolio process do not apply toward the Regis University residency requirements (thirty [30] semester hours). Students may obtain additional information from the Regis Adult Learner Services/Portfolio office at 303-458-3531 or 1-800-967-3237.

Credit by Exam

Students' prior learning may also be assessed through several testing options. Two nationally standardized exams are available: College Level Examination Program (CLEP) and Defense Activity for Nontraditional Education Support (DANTES). In addition, students who have experience in the course content area may be awarded credit for courses offered at Regis University through Challenge Exams. While there is no limit to the amount of credit that can be awarded through these testing programs, these credits do not apply toward meeting the Regis University residency requirement.

Students are advised to review their previous college work with a Faculty Advisor and seek approval prior to taking any examination to avoid duplicate or unacceptable credit.

College Level Examination Program (CLEP)

There are over 30 standardized CLEP exams in a wide range of academic areas offered nationally through the College Board. Most CLEP exams meet specific Regis University degree requirements.

The most recent Official Handbook for CLEP Examinations is available in most bookstores, including the Regis University Bookstore, library and Regis website. This guide should be used as a reference in preparation for all CLEP exams. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Defense Activity for Nontraditional Education Support (DANTES)

Dantes Subject Standardized Tests (DSST) were originally developed for military personnel. They are similar to the CLEP exams but cover additional subject areas.

Fact sheets for each DANTES exam are available from the Testing Center or Regis website. Minimum scores required for awarding credit are established by the University. Students who do not achieve a passing score must wait six (6) months to retake the exam.

Challenge Exams

Over 30 exams have been developed by Regis faculty. Business, computer science, accounting and speech communications are examples of the subject areas offering Challenge Exams. Students who wish to take a Challenge Exam are required to have experience in the subject area that they want to "challenge". Exams are graded on a Pass/No Pass basis, and the grade is recorded on the student's academic transcript. Students who do not pass the Challenge Exam are not eligible to re-take the exam.

Information for each exam may be obtained directly from the Regis SPS/Testing Center.

TRANSFER CREDIT

Regis University transfer policies are outlined under the Types of Credit Accepted heading in the General Information section of the *Bulletin*.

The School for Professional Studies accepts credit toward Core and General Elective requirements, and up to half of the upper division semester hours required for the major and (if applicable) half of the upper semester hours required for the minor in transfer credit. Once a Degree Plan is finalized, all remaining upper division (advanced) course work must be completed at Regis. Specific questions concerning the evaluation of credits should be directed to an Academic Advisor.

In addition to credit transferred from regionally accredited institutes of higher learning, the SPS Undergraduate Program has established provisions for the acceptance of military, business and industry training, and technical credit.

Military Credit

Credit is awarded upon recommendation of the ACE Guide for Educational Experiences in the Armed Services.

Business and Industry Training

Credit is awarded upon recommendation of the American Council on Education National guide for ACE evaluated courses in business and industry training programs and The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

Technical Credit

Technical credit is defined as college-level credit in the practical, industrial or mechanical arts or the applied sciences. The credit must come from a regionally accredited institution, or from an institution having national accreditation from the Commission on Recognition of Postsecondary Accreditation (CORPA).

Only a limited proportion of the Technical Occupational Speciality (TOS) credits are allowed as transfer credit into the general elective portion of a Degree Plan. Current policies stipulate that nine (9) TOS credits transfer at face value, and one-third of any remaining credits transfer up to a maximum of thirty (30) total credits.

PROGRAM OFFERINGS

Three academic programs are available through the Undergraduate Program in the Regis University School for Professional Studies: baccalaureate degrees, teacher licensure/certification and certificates.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and an Academic Advisor.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by the SPS Undergraduate Program and is seven (7) years (84 months) from the date the student is accepted into the Undergraduate Program. During that seven-year period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since Degree Plan activation (date

of acceptance into the program). If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Established Degree Plans

Established Degree Plans are available for those majors with an asterisk notation listed in the SPS Undergraduate Degree Offerings section of the *Bulletin*. Each of the Established Degree Plans includes courses to meet Core Studies, foundational (lower division) major, advanced (upper division) major and minor (optional) requirements. The general elective category is also included.

Availability of courses in the classroom-based format varies by campus location. Some courses are also available through televised learning and internet. All courses are available in the guided independent study format.

Individualized Degree Plans

Individualized Degree Plans are available for all majors listed in the SPS Undergraduate Degree Offerings section of the *Bulletin*. Other majors may be added upon the completion of an approval process.

Each student who designs an individualized Degree Plan has a degree consultant who serves as the content expert in the student's major field of study. The degree consultant must have a master's or doctoral degree and current knowledge of the student's major field.

Those students who wish to customize their Degree Plans use a variety of tools and resources to ensure that all degree requirements are met. Individualized Degree Plans are approved by the selected degree consultant, the student's advisor and the Director of Student Academic Services.

BACCALAUREATE DEGREES

Students may choose an established degree program that outlines all degree course requirements, or may choose an individualized Degree Plan that allows them to tailor the program to their individual needs.

Majors by Bachelor's Degree

For a list of approved Bachelor of Arts majors and Bachelor of Science majors, students should consult the SPS Undergraduate Degree Offerings list at the beginning of the SPS section.

Baccalaureate Degree Requirements

In addition to the completion of the Core Studies academic requirements, the following are also required of each undergraduate degree candidate in the School for Professional Studies:

1. The completion of 128 semester hours of academic work in which the candidate has earned a minimum cumulative Regis University grade point average of 2.000. Thirty (30) semester hours of the total 128 hours must be at the upper division level.
2. A minimum of thirty (30) semester hours completed at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or credit by exam). Of these thirty (30) semester hours, eighteen (18) semester hours must be at the upper division course level (400 level).
3. The completion of a major, consisting of a minimum of forty-two (42) semester hours of courses in one subject area. Of the forty-two (42) semester hours, a minimum of eighteen (18) semester hours must be at the upper division (advanced) level.
4. The completion of a minor area is optional. The minor consists of twelve (12) upper division (advanced) semester hours in a discipline outside the major, that lends support to the development of the major and aids students in reaching their ultimate educational objective.
5. A grade of "C-" or higher for credit to be counted in the major or minor areas.
6. Students may transfer up to half of the upper division semester hours in the major and half in the minor. Once a Degree Plan is finalized, all remaining upper division (advanced) courses must be completed at Regis University.
7. Any course taken toward a major may also count toward the Core Studies requirements. A single course cannot, however, satisfy two Core Studies requirements.
8. Upper division courses required to meet one major or minor cannot be counted toward a major or minor in another discipline except under the following conditions:
 - a. In the event the upper division requirements for a major exceed eighteen (18) semester hours, those excess hours may also be applied to another major or minor.
 - b. In the event that the upper division requirements for a minor exceed twelve (12) upper division

semester hours, those excess hours may also be applied to another major or minor.

- c. Courses that satisfy lower division prerequisites for more than one major or minor may be applied to more than one major or minor.

9. Competence in oral and written communication skills is required. Students should be able to express themselves with clarity, precision and force, which comes only from a disciplined command of words, word usage and grammar.

Degree Requirements Categories

Each Degree Plan is divided into four (4) major categories of course work: Core Studies, major, minor and general elective requirements.

Core Studies Requirements

Candidates for baccalaureate degrees are required to complete the following Core Studies requirements:

Total Core Studies Requirements	45 SH
Oral Communication Skills (principles of speech, public speaking or rhetoric)	3 SH
English Composition (college-level composition or freshman writing)	3 SH
Advanced Oral or Written Communication (advanced composition, advanced public speaking or advanced rhetoric)	3 SH
Literature/Humanities (art, art history and theory, film studies, humanities, literature, music, music history and theory or theatre)	6 SH
Global Issues (cultural anthropology, cultural geography, non-U.S. history, foreign language, global area studies, comparative political systems, comparative economic systems, global political economy or intercultural communication)	6 SH
Social Sciences (anthropology, communications, current issues, economics, education, ethnic studies, history, political science, psychology, geography, criminal justice or sociology)	6 SH
Mathematics (college-level algebra or higher)	3 SH
Natural Sciences (astronomy, atmospheric science, biology, biochemistry, chemistry, computer science, ecology, environmental science, geology, oceanography, physical geography or physics)	3 SH
Philosophy (philosophy, epistemology or ethics)	6 SH
Religious Studies (biblical studies, religion, religious studies, religion and culture, spirituality or theology)	6 SH

Major Requirements**42 SH**

Students must complete a minimum of forty-two (42) semester hours in their chosen field of study. At least eighteen (18) semester hours must be at the upper division level.

Lower division (foundational) courses are designed to offer students a discipline breadth in a particular subject area. These courses are usually taken at the freshman and sophomore level (200 and 300 level).

Upper division courses are designed to offer students greater depth on a specific topic within the major field of study. These courses are usually completed at the junior and senior level (400 level).

Specific guidelines for each major offered through the SPS Undergraduate Program are available from an advisor. Students are able to follow an established plan of specified courses, or customize their own Degree Plan by choosing options offered within these guidelines.

Minor Requirements (Optional)**0 or 12 SH**

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offering section of the Bulletin. In addition, SPS Undergraduate students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the School for Health Care Professions.

General Electives**29 or 41 SH**

The remaining credits required to meet the 128 semester hour requirement for a bachelor's degree are known as general electives. This category may be used to earn a second minor, a second major or as general electives (GEL).

General electives may include transfer credit that did not satisfy other degree requirements, or additional course work students select to complement or strengthen the degree program.

TEACHER EDUCATION**Offerings**

The SPS Undergraduate Program offers the following options through Teacher Education:

- Colorado Teacher Licensure
- Wyoming Teacher Certification
- Additional endorsements
- Relicensure/recertification course work

Students who do not currently have a baccalaureate degree may complete the courses required for licensure/certification as part of their degree program. Students who have completed a baccalaureate degree may take additional courses required for licensure/certification. It is also possible for students who currently have a baccalaureate degree to combine the specific education courses with a Master of Arts in Liberal Studies (SPS Graduate Programs).

Those who are currently certified or licensed may take additional course work for relicensure/recertification or to add additional endorsements. Individuals who are certified in another state may also complete course work required for licensure in Colorado and/or certification in Wyoming. The state Department of Education should be contacted prior to enrolling in courses for relicensure/recertification or licensure/certification for those transferring from another state.

Licensure/certification is available in the Undergraduate Program at the following levels:

- Early Childhood Education
- Elementary Education/Middle Childhood
- Middle School Education/Early Adolescent
- Secondary Education/Young Adults
- English as a Second Language (second endorsement only)

Learning Format

The majority of course work in the Teacher Education program is completed through the guided independent study (GIS) format. This enables students to be actively involved in the school classroom for a great portion of the licensing/certification process. Selected courses are available in the accelerated classroom-based format; however students may choose to complete all course work through GIS. **Student teaching must be completed at a school in the state for which students are becoming licensed/certified.**

Licensure/Certification Requirements**1. Teaching Major:**

- Forty-two (42) semester hours are required to complete a baccalaureate degree and licensure/certification in an academic field acceptable to the State Department of Education.
- Thirty (30) semester hours are required for licensure/certification only.
- Eighteen (18) semester hours must be upper division.

2. Liberal Arts:

- Forty-five (45) semester hours are required when combining a baccalaureate degree and licensure/certification.
- Licensure/certification only (Early Childhood or Elementary) requires at least twenty-nine (29) liberal arts credits in specific areas.

3. Professional Teaching Sequence:

- Twenty-nine to forty-one (29-41) semester hours are required, depending on the type of licensure/certification. Student teaching usually consists of ten (10) of these credits.

Eligibility for Recommendation for Licensure/Certification

After admission to the Teacher Education Program, students must successfully proceed through the program and meet all requirements for licensure/certification, including:

1. Completion of 100 hours classroom work with students in the appropriate age group to be accomplished after admission to the Regis Teacher Education program and prior to student teaching. At Regis, this usually takes place during the methods courses.
2. A minimum grade of "B-" for all teacher education courses.
3. Successful completion of student teaching and other field work requirements.
4. Continued evidence of effective communication skills, teacher competencies and characteristics.
5. Successful completion of graduation requirements.
6. A minimum cumulative grade point average of 2.500, or 2.500 for the last thirty (30) credits prior to admission to the Teacher Education program.
7. Successful completion of all standardized exams as required by either the Colorado or Wyoming Department of Education.
8. Successful completion of all required courses in the teaching major and liberal arts.

When students successfully complete these requirements, the Faculty Advisory Committee recommends students for state licensure/certification. This Committee reserves the right to withhold recommendation on the basis of deficiencies in any of the characteristics needed to become a successful teacher.

Regis University provides assistance, but bears no responsibility, for student deficiencies or failure in complying with external regulation, rules or laws. It is the responsibility of students to apply for licensure through the Colorado Department of Education, or certification through the Wyoming Department of Education.

CHANGES IN REQUIREMENTS

The reevaluation of requirements listed in this section is the responsibility of University committees and the Board of Trustees, and is subject to revision. The Regis University Bulletin provisions in effect at the time of the Degree Plan signing by the student prevail. Those students without a signed Degree Plan are subject to changes in policies and requirements as they occur. All students wishing to transfer from one major and/or minor to another must meet all requirements at the time the transfer is made.

COURSE LOADS/OVERLOADS

If students register for three or more courses at one time, or more than eighteen (18) hours in one semester, their advisors are notified and will:

1. Verify that students have a 3.000 grade point average or higher.
2. Ensure that students have no incomplete grades pending.
3. Contact students regarding approval or denial of the request.

No further overloads are approved if students receive any incomplete grades and/or fall below a 3.000 grade point average.

COURSE NUMBERING SYSTEMS

Accelerated classroom-based and televised learning courses are numbered as indicated under the Course Numbering System heading in the General Information section of the Bulletin. Guided independent study courses are numbered as follows:

- Each GIS course begins with the prefix UWW (or CB for Teacher Education).
- Each course number consists of a three-digit numeric code (200-399 for lower division level and 400-499 for upper division level) followed by a single letter code (E through W).

- The first digit denotes the level of the course; the second and third digits of the numeric code are used to identify the academic field of study as follows:

Fine Arts	10-19
Humanities	20-39
Natural Sciences and Mathematics	40-49
Education	50-59
Social Sciences	60-79
Accounting	81
Business	82
Computer Science	83
Other	90-99

ACADEMIC STANDING AND PENALTIES

GOOD STANDING

A School for Professional Studies undergraduate student must maintain at least a 2.000 cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. A grade of less than "C-" in an upper division course in the major or minor area is not counted toward completion of major or minor requirements. A grade of less than "C-" in other courses indicates an academic deficiency; however, these courses apply toward graduation.

PROBATION

The School for Professional Studies undergraduate student whose cumulative grade point average falls below 2.000 at the end of any given semester is placed on academic probation. During the next semester (Fall, Spring, Summer) of enrollment, the University expects the student to raise his/her cumulative grade point average to a minimum of 2.000. If the cumulative grade point average remains below 2.000, the student is academically suspended at the end of the probationary semester. The student must work closely with his/her Academic Advisor to determine the number of semester hours to be taken during the probationary semester to maximize the possibility of earning the required cumulative 2.000 grade point average by the end of the semester. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally, a student's Regis cumulative grade point average is so low that the student finds it almost mathematically impossible to attain a 2.000 cumulative grade point average during only one semester. In this case, the student may enter into an agreement with an Academic Advisor of the School for Professional Studies to earn a provisional grade point average for the semester. The agreed-upon grade point average is set within a range that is a fair and reasonable expectation for the student. If the provisional semester grade point average is earned for the semester,

but the student's cumulative grade point average is still below 2.000, the student may be permitted to continue on probation, rather than be suspended.

Undergraduate students accepted on probation by the School for Professional Studies may be suspended at the completion of their first semester of course work if they have not achieved a 2.000 cumulative grade point average.

SUSPENSION

If a School for Professional Studies undergraduate student has been placed on academic probation and does not achieve a 2.000 cumulative grade point average after subsequently enrolling, he/she is suspended. Academic suspension is recorded on the student's permanent academic record (transcript).

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After a year, the student may reapply for admission by submitting the following:

1. A letter requesting readmission and explaining the causes of the earlier academic difficulties; and
2. An official transcript showing at least twelve (12) semester hours of acceptable academic course work completed at a regionally accredited college or university.

DISMISSAL

Academic dismissal is action taken by Regis University by which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, an undergraduate student must have been suspended, applied for and been readmitted to Regis University on academic probation, and failed to achieve either the required minimum 2.000 grade point average or an agreed-upon provisional grade point average. The provisional grade point average is pre-determined by the student and an Academic Advisor. Academic dismissal is recorded on the permanent academic record (transcript).

SUSPENSION / DISMISSAL APPEAL PROCEDURE

Upon being notified by letter of suspension or dismissal, students who wish to appeal should do the following:

1. Write a letter to the Associate Dean stating:

- a. Why the student should not be suspended from the program or dismissed from the University.
 - b. The student's honest and straightforward assessment of how the academic problems occurred.
 - c. Some indication that the student is ready to continue serious academic work.
 - d. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.
 3. Contact the advisor, faculty member, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline.

The Associate Dean is interested in any pertinent information which has genuine bearing on the matter. The focus is on why the suspension/dismissal action should be reversed and why the student failed to reach their academic goals.

PROGRAM OF STUDY

The SPS Undergraduate Program offers established baccalaureate degrees at several sites in Colorado and in Wyoming.

BACHELOR OF ARTS IN COMMUNICATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 12 SH

CA 280--Communication Theories	3 SH
CA 281--Research Methods in Communication	3 SH
BA 495E/PL 495E --Ethical Decision Making in Business	3 SH

Three (3) semester hours of Communication electives selected from the following:

CA 303--Mass Media	3 SH
CA 310--Interpersonal Communication	3 SH

Advanced Communication Major Requirements

33-36 SH

CA 493--Senior Capstone 3-6 SH

Thirty (30) upper division semester hours of Communication electives selected from the following:

CA 400--Intercultural Communication	3 SH
CA 404--Advanced Public Speaking	3 SH
CA 408--Advanced Interpersonal Communication: Conflict, Power and Persuasion	3 SH
CA 410--Critical Thinking and Writing	3 SH
CA 414/PY 445--Small Group Communication	3 SH
CA 416--Public Relations	3 SH
CA 418/BA 418--Organizational Communication	3 SH
CA 420/BA 427--Mediation	3 SH
CA 451/BA 446--Interviewing Theory and Practice	3 SH
CA 474/BA 429--Advertising and Promotion	3 SH
CA 482--Theories of Collaborative Negotiation	3 SH
CA 486/SO 486--Mass Communication and Society	3 SH

Upper Division Minor Requirements (Optional)

0 or 12 SH

General Electives

26 or 38 SH

Thirty-eight (38) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF ARTS IN ORGANIZATION DEVELOPMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 18 SH

BA 215--Principles of Budget and Finance	3 SH
BA 420--Marketing *	3 SH
BA 452--Management of Human Resources *	3 SH
BA 461--Management *	3 SH
BA 481A--Business Law I *	3 SH
CA 418/BA 418--Organizational Communication *	3 SH

* Lower division course work acceptable in transfer.

Advanced Organizational Development Major Requirements

27 SH

AC 495E/BA 495E--Ethical Decision Making in Business	3 SH
BA 454/PY 456--Organizational Behavior	3 SH

BA 479/CS 480--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH
CA 420/BA 427--Mediation	3 SH
CA 482--Theories of Collaborative Negotiation	3 SH
PY 468--Psychology of Change	3 SH
Business, Communication or Psychology Electives	6 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 26 or 38 SH

Thirty-eight (38) elective hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN ACCOUNTING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 30 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
AC 410A--Intermediate Accounting I *	3 SH
AC 410B--Intermediate Accounting II *	3 SH
AC 410C--Intermediate Accounting III *	3 SH
AC 440--Cost Accounting *	3 SH
BA 481A--Business Law I *	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting Major Requirements 21 SH

AC 420--Advanced Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 493--Senior Capstone	3 SH
AC 495E/BA 495E--Ethical Decision Making in Business	3 SH

Students preparing for the CPA Exam should complete the following twelve (12) semester hours:

BA 430--Business Finance	3 SH
BA 461--Management	3 SH
Upper Division Business or Accounting Electives	6 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not chosen. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 27 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing *	3 SH
BA 461--Management *	3 SH
BA 481A--Business Law I *	3 SH
BA 488--Introduction to Business Research *	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Business Administration Major Requirements 24 SH

BA 495E/PL 495E--Ethical Decision Making in Business	3 SH
BA 430--Business Finance	3 SH
BA 452--Management of Human Resources	3 SH
BA 479/CS 480--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH

Nine (9) upper division semester hours in an area of emphasis are required for the Business Administration major. A minimum of one emphasis, selected from the following list, must be completed.

Finance Emphasis 9 SH

Nine (9) semester hours selected from the following:

BA 419--Marketing Channel Management	3 SH
BA 433/EC 420--Money and Banking	3 SH
BA 435--Fundamentals of Investments	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 463--Issues in Management	3 SH
BA 470--Principles of Real Estate	3 SH

BA 481B--Business Law II	3 SH
BA 494/EC 481--International Economics	3 SH

Human Resource Management Emphasis 9 SH

Nine (9) semester hours selected from the following:

BA 427/CA 420--Mediation	3 SH
BA 440/EC 440--Labor Relations and Economics	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 453--Gender Issues in Organizations	3 SH
BA 454/PY 456--Organizational Behavior	3 SH
BA 463--Issues in Management	3 SH
BA 467--Employment Law, Compensation and Policy	3 SH

International Business Emphasis 9 SH

Nine (9) semester hours selected from the following:

BA 419--Marketing Channel Management	3 SH
BA 428--International Marketing	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 463--Issues in Management	3 SH
BA 469--International Management	3 SH
BA 494/EC 481--International Economics	3 SH

Management Emphasis 9 SH

Nine (9) semester hours selected from the following:

BA 419--Marketing Channel Management	3 SH
BA 421--Marketing and Management Policies	3 SH
BA 427/CA 420--Mediation	3 SH
BA 440/EC 440--Labor Relations and Economics	3 SH
BA 447/CS 447--Multi-Media Presentations	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 453--Gender Issues in Organizations	3 SH
BA 454/PY 456 Organizational Behavior	3 SH
BA 462--Managing Small Business	3 SH
BA 463--Issues in Management	3 SH
BA 469--International Management	3 SH
BA 477/CS 477--Business Processes: Work Flow Analysis	3 SH
BA 478/CS 478--Business Process: Automation and Groupware Tools	3 SH
BA 491/EC 416--Public Policy Toward Business	3 SH

Marketing Emphasis 9 SH

BA 419--Marketing Channel Management	3 SH
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Six (6) semester hours selected from the following:

BA 421--Marketing and Management Policies	3 SH
BA 423--Marketing Research	3 SH
BA 425--Consumer Behavior	3 SH

BA 428--International Marketing	3 SH
BA 429/CA 474--Advertising and Promotion	3 SH
BA 434--Sales	3 SH
BA 447/CS 447--Multi-Media Presentations	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 463--Issues in Management	3 SH

Small Business Management Emphasis 9 SH

Nine (9) semester hours selected from the following:

BA 419--Marketing Channel Management	3 SH
BA 423--Marketing Research	3 SH
BA 428--International Marketing	3 SH
BA 429/CA 474--Advertising and Promotion	3 SH
BA 434--Sales	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 477/CS 477--Business Processes: Work Flow Analysis	3 SH
BA 478/CS 478--Business Process: Automation and Groupware Tools	3 SH
BA 462--Managing Small Business	3 SH
BA 463--Issues in Management	3 SH
BA 481B--Business Law II	3 SH

Flexible Emphasis 9 SH

There are no specific course requirements in the flexible emphasis area. The student selects nine (9) upper division semester hours of Business Administration courses in consultation with an Academic Advisor. The flexible emphasis is not posted on the transcript or diploma.

Double Emphasis 18 SH

Students are permitted to earn a double emphasis by completing the four advanced Business Administration major courses with nine (9) upper division semester hours of courses in each of any two of the six Business Administration emphases (Finance, Human Resource Management, International Business, Management, Marketing or Small Business Management).

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

CS 208--Computer Science Fundamentals	3 SH
CS 241--Control Structures	3 SH
CS 320--C Programming	3 SH
CS 341--Data Structures	3 SH
CS 445--Database Management *	3 SH
CS 455--Management Information Systems *	3 SH
MT 270--Introduction to Statistics	
or	
MT 320--Introduction to Discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Advanced Computer Information Systems
Major Requirements 27-30 SH
or

Advanced Computer Information Systems:
Networking Major Requirements 39-42 SH

BA 495E/PL 495E--Ethical Decision-Making in Business	3 SH
CS 425--System Analysis and Design	3 SH
CS 432--Object Oriented Analysis and Design	3 SH
CS 450--Fundamentals of Computer Networks	3 SH
CS 493--Senior Capstone	3-6 SH

Twelve (12) upper division semester hours of Computer Information Science courses selected from the following:

CS 430--Operating Systems	3 SH
CS 435--Data Structures	3 SH
CS 436--Object Oriented Programming Using C++	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 442--Database Programming	3 SH
CS 443--COBOL Programming	3 SH
CS 444--Software Engineering	3 SH
CS 447/BA 447--Multi-Media Presentations	3 SH
CS 448/BA 448--Project Management: Theory and Application	3 SH
CS 460--Decision Support Systems	3 SH
CS 465--UNIX Operating System	3 SH
CS 477/BA 477--Business Processes: Work Flow Analysis	3 SH
CS 478/BA 478--Business Processes: Automation and Groupware Tools	3 SH

Optional Networking Emphasis 12 SH

In addition to the requirements listed previously, students who complete the following may graduate with a Networking emphasis.

Twelve (12) upper division semester hours of Computer Information Science courses selected from the following:

CS 452--Local Area Networks	3 SH
CS 453--Wide Area Networks	3 SH
CS 454--Network Architectures	3 SH
CS 457--The Internet	3 SH
CS 458--Internet Working Devices and Concepts	3 SH
CS 466--Protocol Analysis	3 SH
CS 467--Design and Management of Enterprise Networks	3 SH

Upper Division Minor Requirements
(Optional) 0 or 12 SH

General Electives 11 or 23 or 35 SH

Thirty-five (35) elective semester hours of general academic courses are required if a minor and if the optional Networking emphasis are not selected. Twenty-three (23) elective semester hours of courses are required if a minor is not selected and the optional Networking emphasis is selected. Twenty-three (23) elective semester hours of courses are required if a minor is selected and the optional Networking emphasis is not selected. Eleven (11) elective semester hours of courses are required if a minor and if the optional Networking emphasis are selected. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER NETWORKING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

CS 208--Computer Science Fundamentals	3 SH
CS 241--Control Structures	3 SH
CS 320--"C" Programming	3 SH
CS 341--Data Structures	3 SH
CS 430--Operating Systems*	3 SH
CS 440--Computer Organization and Architecture*	3 SH
CS 450--Fundamentals of Computer Networks*	3 SH
MT 270--Introduction to Statistics	
or	
MT 320--Introduction to discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Advanced Computer Networking
Major Requirements 33 SH

BA 495E--Ethical Decision Making in Business	3 SH
CS 452--Local Area Networks	3 SH
CS 453--Wide Area Networks	3 SH
CS 454--Network Architectures	3 SH

CS 457--The Internet	3 SH
CS 458--Internetworking Devices and Concepts	3 SH
CS 466--Protocol Analysis	3 SH
CS 467--Design and Management of Enterprise Networks	3 SH
CS 493--Senior Capstone	3 SH

Six (6) upper division semester hours of Computer Networking electives selected from the following:

CS 425--System Analysis and Design	3 SH
CS 432--Object Oriented Analysis and Design	3 SH
CS 436--Object Oriented Programming using C++	3 SH
CS 445--Database Management	3 SH
CS 448--Project Management: Theory and Applications	3 SH
CS 455--Management Information Systems	3 SH
CS 465--Unix Operating Systems	3 SH

Upper Division Minor Requirements (Optional) 0-12 SH

General Electives 14 or 26 SH

Twenty-six (26) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 26 SH

CS 208--Computer Science Fundamentals	3 SH
CS 241--Control Structures	3 SH
CS 320--C Programming	3 SH
CS 341--Data Structures	3 SH
CS 370--Assembly Language	3 SH
MT 231--Plane Trigonometry	3 SH
MT 360A--Geometry and Calculus I	4 SH
MT 360B--Geometry and Calculus II	4 SH

Advanced Computer Science Major Requirements 33-36 SH

BA 495E/PL 495E--Ethical Decision Making in Business	3 SH
CS 420--Advanced Programming	3 SH
CS 425--Systems Analysis and Design	3 SH
CS 432--Object Oriented Analysis and Design	3 SH
CS 436--Object Oriented Programming Using C++	3 SH
CS 440--Computer Organization and Architecture	3 SH
CS 445--Database Management	3 SH

CS 450--Fundamentals of Computer Networks	3 SH
CS 493--Senior Capstone	3-6 SH

Six (6) upper division semester hours of Computer Science electives selected from the following:

CS 423--Advanced ADA	3 SH
CS 424--Graphics	3 SH
CS 428--Compiler Theory	3 SH
CS 430--Operating Systems	3 SH
CS 435--Data Structures	3 SH
CS 447/BA 447--Multi-Media Presentations	3 SH
CS 465--Unix Operating System	3 SH
CS 477/BA 477--Business Processes: Work Flow Analysis	3 SH
CS 478/BA 478--Business Processes: Automation and Groupware Tools	3 SH

Required Mathematics Minor Upper Division Requirements 12 SH

MT 405--Numerical Methods	3 SH
MT 415--Linear Algebra	3 SH
MT 417--Discrete Mathematical Structures	3 SH
MT 470A--Mathematical Statistics I	3 SH

General Electives 9 or 12 SH

Twelve (12) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 18 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing *	3 SH
BA 461--Management *	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Human Resource Management Major Requirements 24 SH

BA 495E/PL 495E--Ethical Decision Making in Business	3 SH
BA 440/EC 400--Labor Relations and Economics	3 SH
BA 452--Management of Human Resources	3 SH
BA 454/PY 456--Organizational Behavior	3 SH

BA 467--Employment Law, Compensation and Policy	3 SH
BA 479/CS 480--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH

Three (3) upper division semester hours of Human Resource Management electives selected from the following:

BA 418/CA 418--Organizational Communication	3 SH
BA 430--Business Finance	3 SH
BA 446/CA 451--Interviewing Theory and Practice	3 SH
BA 447/CS 447--Multi-Media Presentations	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 453--Gender Issues in Organizations	3 SH
BA 427/CA 420--Mediation	3 SH
PY 468--Psychology of Change	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective semester hours of general academic courses are required if a minor is not chosen. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN MANAGEMENT OF COMMUNICATIONS AND MEDIA TECHNOLOGY

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 24 SH

Overview of Telecommunications*	3 SH
Communication Media and Methods*	3 SH
Communication Regulations and Standards*	3 SH
Computer Networks and Data Communications*	3 SH
BA 215--Principles of Budget and Finance	3 SH
BA 461--Management*	3 SH
MCMT 305/CS 305--Introduction to Programming Concepts: Communicating with Programmers	3 SH
MT 270--Introduction to Statistics	
or	
MT 320--Introduction to Discrete Mathematics	3 SH

* Lower division course work acceptable in transfer.

Advanced Management of Communication and Media Technology Major Requirements 27 SH

BA 495E/PL 495E--Ethical Decision Making in Business	3 SH
CS 425--System Analysis and Design	3 SH
MCMT 448/CS 448--Project Management: Theory and Application	3 SH
MCMT 477/CS 477--Business Processes: Work Flow Analysis	3 SH
MCMT 478/CS 478--Business Process: Automation and Groupware Tools	3 SH
MCMT 480/CS 480--Managing Technology for Business Strategies	3 SH
MCMT 493--Senior Capstone	3 SH

Six (6) upper division semester hours of Management of Communications and Media Technology courses selected from the following:

BA 418/CA 418--Organizational Communication	3 SH
CA 410--Critical Thinking and Writing	3 SH
CS 432--Object Oriented Analysis And Design	3 SH
CS 436--Object Oriented Programming Using C++	3 SH
CS 445--Database Management	3 SH
MCMT 447/CS 447--Multi-Media Presentations	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 20 or 32 SH

Thirty-two (32) elective semester hours of general academic courses are required if a minor is not selected. Technical credit may be used to meet this requirement.

BACHELOR OF SCIENCE IN MARKETING

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Foundational Courses 21 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
BA 420--Marketing *	3 SH
BA 434--Sales *	
or	
BA 461--Management *	3 SH
BA 481A--Business Law I *	
or	
Business Elective*	3 SH
EC 320--Principles of Macroeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

*Advanced Marketing**Major Requirements* 21 SH

BA 495E/PL 495E--Ethical Decision Making in Business	3 SH
BA 423 Marketing Research	
or	
BA 488--Introduction to Business Research	3 SH
BA 428--International Marketing	3 SH
BA 479/CS 480--Managing Technology for Business Strategies	3 SH
BA 493--Senior Capstone	3 SH

Six (6) upper division semester hours of Marketing electives selected from the following:

BA 419--Marketing Channel Management	3 SH
BA 421--Marketing and Management Policies	3 SH
BA 423--Marketing Research	3 SH
BA 425--Consumer Behavior	3 SH
BA 429/CA 474--Advertising and Promotion	3 SH
BA 434--Sales	3 SH
BA 447/CS 447--Multi-Media Presentations	3 SH
BA 448/CS 448--Project Management: Theory and Application	3 SH
BA 463--Issues in Management	3 SH

Upper Division Minor Requirements (Optional) 0 or 12 SH

General Electives 29 or 41 SH

Forty-one (41) elective hours of general academic courses are required if a minor is not chosen technical credit may be used to meet this requirement.

MINORS (OPTIONAL)

A minor field of study consists of twelve (12) upper division (advanced) semester hours from an area of study outside the major discipline. At least six (6) of these semester hours must be completed through Regis University courses. A split minor, twelve (12) semester hours of 400-level credit from two areas with six (6) semester hours in each area, may also be earned in consultation with an academic advisor.

Minors are available for every approved SPS major listed in the SPS Undergraduate Degree Offerings section of the Bulletin. In addition, students may complete a minor in Health Care Administration (HCA) or Health Information Management (HIM) through the School for Health Care Professions.

AVAILABLE SCHOOL FOR HEALTH CARE PROFESSIONS MINORS

The School for Health Care Professions offers students in the SPS Undergraduate Program an opportunity for a minor in Health Care Administration or a minor in Health Information Management. Cross-enrollment for courses offered by the School for Health Care Professions may be completed following appropriate consultation with an Academic Advisor. While these minors are especially complementary to the Business Administration major and the Computer Information Systems major, they are options for any student.

Health Information Management Minor Requirements 12 SH

Prerequisites

HIM 313--Introduction to Health Information Management	3 SH
MT 270/BA 270--Introduction to Statistics	3 SH

Upper Division Requirements

HIM 423/HCA 423--Medical Legal Concepts	3 SH
HIM 425/HCA 425--Quality Improvement in Health Care Settings	3 SH
HIM 450--Computerized Health Information Systems	3 SH
HIM 460--Health Statistics and Research Methods	3 SH

Health Care Administration Minor Requirements 12 SH

Prerequisite

HCA 312--Introduction to Health Services	3 SH
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Upper Division Requirements

Twelve (12) upper division semester hours of Health Care Administration courses selected from the following in consultation with an Academic Advisor.

HCA 423/HIM 423--Medical Legal Concepts	3 SH
HCA 425/HIM 425--Quality Improvement in Health Care Settings	3 SH
HCA 428--Health Care Economics	3 SH
HCA 432--Current Topics in Health Care Leadership	3 SH
HCA 435--Management Principles in Health Care Settings	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 465--Financial Planning and Management in Health Care Settings	3 SH

ON-SITE CERTIFICATE IN MANAGEMENT

The Certificate in Management Program is designed for the new manager or supervisor who seek new career opportunities, the soon-to-be-manager or the experienced manager with little or no college work. It has been structured to provide students with the skills most in demand by corporate America: the abilities to communicate effectively, to solve problems creatively and to think critically.

The program consists of ten courses taught by academically qualified and experienced faculty and offered at times and locations convenient to the adult learner. A Certificate in Management is awarded upon satisfactory completion of the fifteen (15) semester hours in the Management Core and fifteen (15) semester hours in the Management Breadth sequence. A maximum of nine (9) semester hours may be transferred toward meeting certificate requirements. All courses may be applied to an undergraduate degree program at Regis.

Total Certificate Requirements 30 SH

Management Core Courses 15 SH

Fifteen (15) semester hours of courses selected from the following:

AC 320A--Principles of Accounting I	3 SH
AC 495E/BA 495E--Ethical Decision Making in Business	3 SH
BA 202--Business Writing	3 SH
BA 210--Principles of Business	3 SH
BA 230/CS 200--Introduction to Computing	3 SH
BA 315--Principles of Supervision	3 SH
BA 420--Marketing	3 SH
BA 425--Consumer Behavior	3 SH
BA 428--International Marketing	3 SH
BA 429/CA 474--Advertising and Promotion	3 SH
BA 430--Business Finance	3 SH
BA 452--Management of Human Resources	3 SH
BA 454/PY 456--Organizational Behavior	3 SH
BA 461--Management	3 SH
BA 463--Issues in Management	3 SH
BA 481A--Business Law I	3 SH
BA 488--Introduction to Business Research	3 SH

Management Breadth Courses 15 SH

Fifteen (15) semester hours of courses selected from the following:

BA 203--Time and Stress Management	3 SH
CA 210--Speech Communication	3 SH
CA 303--Mass Media	3 SH
CA 310--Interpersonal Communication	3 SH
CA 400--Intercultural Communications	3 SH
CA 414/PY 445--Small Group Communication	3 SH
CA 416--Public Relations	3 SH

CA 418/BA 418--Organizational Communication	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
EC 481/BA 494--International Economics	3 SH
ED 262--Lifework Planning	3 SH
EN 480--Technical and Report Writing	3 SH
MT 270--Introduction to Statistics	3 SH
PL 380--Critical Thinking	3 SH
PY 250--General Psychology	3 SH
PY 461--Developmental Psychology: Adulthood and Aging	3 SH

PROFESSIONAL ACCOUNTING TRACK / MBA

The Professional Accounting Track (PAT) constitutes a collaborative effort among the faculty of the Regis College Division of Business and the School for Professional Studies. This program prepares students to take the CPA and/or CMA exam. By combining the resources (course offerings and faculty) of Regis College and School for Professional Studies graduate programs, students receive a Bachelor of Science in Accounting and an MBA degree upon completion of the program.

Admission Requirements

Students are required to meet certain standards to complete this program. Upon reaching junior standing, students are required to initiate a request (application) for continuation in this program. The application process includes the following minimum requirements:

1. a writing sample,
2. grade point average review, and
3. personal interviews with undergraduate and graduate advisors.

Depending on the outcomes of these minimum requirements for continuation, other requirements may be necessary; for example, the GMAT, certain course work, or additional interviews. The student's MBA advisor will make the final decision concerning the student's continuation.

Tuition and Fees

The Regis College Undergraduate Program charges per semester are listed in this section under the Undergraduate Program Expenses heading of the Bulletin. MBA Program charges are listed in the SPS Graduate section under the MBA Program Charges heading.

Total Program Requirements 158 SH

Total Undergraduate Requirements 128 SH

Core Studies Requirement 45 SH

Foundational Courses 30 SH

AC 320A--Principles of Accounting I	3 SH
AC 320B--Principles of Accounting II	3 SH
AC 410A--Intermediate Accounting I *	3 SH
AC 410B--Intermediate Accounting II *	3 SH
AC 410C--Intermediate Accounting III *	3 SH
AC 440--Cost Accounting *	3 SH
BA 481A--Business Law I *	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270--Introduction to Statistics	3 SH

* Lower division course work acceptable in transfer.

Advanced Accounting**Major Requirements** 30 SH

AC 420--Advanced Accounting	3 SH
AC 450A--Income Tax Accounting I	3 SH
AC 450B--Income Tax Accounting II	3 SH
AC 460--Governmental and Not-for-Profit Accounting	3 SH
AC 480--Auditing Principles and Procedures	3 SH
AC 493--Senior Capstone	3 SH
AC 495E/BA 495E--Ethical Decision-Making in Business	3 SH
BA 420--Marketing	3 SH
BA 430--Business Finance	3 SH
BA 461--Management	3 SH

General Electives 23 SH

Twenty-three (23) elective semester hours of general academic courses are required. Technical credits may be used to meet this requirement.

Total MBA Requirements 30 SH

MBAA 602--Interpreting Accounting Information	3 SH
MBAA 605--Advanced Auditing	3 SH
MBAA 615--Income Tax Research	3 SH
MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 695--Strategies in a Global Environment	3 SH
MBAF 602--Financial Decision Making	3 SH
MBAM 608--Advanced Business Law	3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 608--Accounting for the International Enterprise	3 SH
MBAF 605--International Financial Management	3 SH
MBAI 602--Issues in International Business	3 SH

Three (3) semester hours of MBA electives selected from the following:

MBAA 616--Accounting for Business Combinations	3 SH
MBAA 617--Accounting Systems	3 SH
MBAA 618--Advanced Cost Accounting	3 SH

REGIS TELEVISED LEARNING PROGRAM

The televised learning program at Regis University offers the opportunity for adult students to complete a Bachelor of Science in Business Administration in an intensive, interactive format. Courses are taken consecutively and each is completed within an eight-week academic period. Six academic periods are offered each year, allowing students to enter the program every two months.

COURSE STRUCTURE

The accelerated model is divided into two main components--the video-based presentations and independent study. A description of each component follows.

Video/Televised Presentations

Five weeks of video/televised presentations integrate curriculum objectives, course outcomes, assignments and course supplemental activities from the course module through lectures, interviews and electronic special effects. Discussion between students and Evaluating Faculty about course content is initiated by students when clarification of course content, lectures or objectives is necessary. Assignments are submitted to the Evaluating Faculty for comments and grading via mail or Internet e-mail when available. Graded assignments are returned to students via self-addressed stamped envelopes or Internet e-mail when available. During the five weeks of video/televised presentations, students view a total of ten hours of course work (two hours per week).

Independent Study

Three weeks of independent study follow the video/televised presentations. The Evaluating Faculty member reviews, reinforces and expands upon the course objectives and learning outcomes from the previous five weeks of video presentations. Final projects and examinations are submitted to the Evaluating Faculty for comments and a final grade at the end of the eight-week academic period. All courses (unless otherwise noted in the course schedule) are offered for three semester hours of credit.

CURRICULUM

Courses are taught using a module or extended course syllabus, which outlines the course objectives, intended outcomes, instructional materials, suggested learning activities and assignments. The student is required to integrate theory and practice in meeting course objectives.

FACULTY

Teaching Faculty

Teaching Faculty develop the curriculum and appear as instructors on the JEC College Connection Cable Network Channel. They teach ten hours of pre-taped course lectures and demonstrations designed to integrate the objectives of the course content with practical applications.

Evaluating Faculty

Evaluating Faculty communicate directly with students about the content discussed on videos by Teaching Faculty through JEC College Connection, and receive all course assignments for review, feedback and grading. They also assign final grades for courses. Students access these faculty members and other students through the ACCESS voice mail system, mail, fax and Internet e-mail when available.

Advising Faculty

Advising Faculty insure students' academic progress toward completion of course work and the degree program. They work closely with students to develop comprehensive Degree Plans. In addition to responding to academic concerns and providing information about policies and procedures, they may suggest a variety of ways in which students can use prior learning or life experience to qualify for academic credit toward their degrees.

ADMISSION

Admissions Requirements

Applicants must:

- Have completed at least 30 semester hours (45 quarter hours) from a regionally accredited institution at a grade of "C-" or above.
- Verify three years of post high school work/life experience.
- Complete the admissions essay.
- Pay the application fee of \$75 for degree-seeking or \$25 for nondegree-seeking students.

Completing the Admissions File

Before transcripts can be officially evaluated and a Degree Plan prepared, the following official documents must be in the student's file:

- The admissions essay
- Official transcripts from all post-secondary educational institutions including universities, technical schools or community colleges previously attended by the student.

If appropriate, applicants must also include:

- Official CLEP, PEP, and DANTES scores
- Notarized military records (DD214 or DD295 and training certificates)
- Professional training, licenses and certificates evaluated by the American Council on Education (ACE).

Expired Applications

An application expires at the end of one year if the student has not completed the admission file or signed a Degree Plan.

Concurrent Enrollment

Students admitted by one Regis University program who wish to take courses in another Regis University program must receive approval from their Academic Advisor. Students should consult their advisor as procedures may vary. JEC College Connection charges a one-time fee of \$25 to concurrently enroll Regis University students.

REGIS TELEVISED LEARNING CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Application Fee (non-refundable)	
Degree-seeking	\$50
Nondegree-seeking	\$25
Challenge by Exam Fee (per semester hour)	\$60
Change of Degree Status Fee	
(nondegree- to degree-seeking)	\$50
CLEP/DANTES Exam Fee (per exam)	\$53
Drop Fee (per course)	\$22
Graduation Fee	\$80
Late registration Fee (per course)	\$22
Module Fee (per module)	\$15
Portfolio Fee (per semester hour)	\$60
Returned Check Fee (per return)	\$20
Tuition (per semester hour)	
Colorado	\$213
Out-of-state	\$203
Videotapes (per course)	\$40

DEGREE REQUIREMENTS

The student must complete a minimum of thirty (30) semester hours with Regis University. Up to one-half of required upper division major courses may be transferred to Regis University prior to signing a Degree Plan. Once the Degree Plan is signed, all remaining required upper division major courses must be taken with Regis University.

Regis University does not cablecast all courses for the Bachelor of Science in Business Administration. Courses available by this format are noted by an asterisk (*). Regis televised learning advisors assist students in finding other required courses via alternate formats (national testing programs, CLEP, PEP, DANTES, other colleges or universities through the JEC College Connection, or other regionally accredited colleges or universities).

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Total Degree Requirements 128 SH

Core Studies Requirements 45 SH

Oral Communication Skills Course	3 SH
English Composition Course	3 SH
Oral or Written Communication Course	3 SH
Literature/Humanities Courses	6 SH
Global Issues Courses	6 SH
Social Science Courses	6 SH
Mathematics Course	3 SH
Natural Science Course	3 SH
Philosophy Courses	6 SH
Religious Studies Courses *	6 SH

Foundational Course Requirements 24 SH

AC 320A--Principles of Accounting I *	3 SH
AC 320B--Principles of Accounting II *	3 SH
BA 481A--Business Law I	3 SH
EC 320--Principles of Macroeconomics	3 SH
EC 330--Principles of Microeconomics	3 SH
MT 270/BA 270--Introduction to Statistics	3 SH
Marketing Course	3 SH
Management Course	3 SH

Advanced Business Major Requirements 24 SH

BA 493--Senior Capstone *	3 SH
BA 495E--Ethical Decision Making in Business *	3 SH

Eighteen (18) upper division semester hours of Business Administration courses selected from the following:

BA 429/CA 474--Advertising and Promotion *	3 SH
BA 430--Business Finance *	3 SH

BA 452--Management of Human Resources *	3 SH
BA 454/PY 456--Organizational Behavior *	3 SH
BA 462--Managing Small Business *	3 SH
BA 469--International Management *	3 SH
BA 479/CS 480--Managing Technology for Business Strategies *	3 SH
BA 488--Introduction to Business Research *	3 SH

General Electives 35 SH

Also available through the televised learning format:

BA 230/CS 200--Introduction to Computing	3 SH
ED 202--Experiential Learning and Assessment	1 SH

SPS GRADUATE PROGRAMS

GENERAL INFORMATION

INTRODUCTION

Since the mid-1970s, the Regis University School for Professional Studies (SPS) has been nationally recognized as a leader in education providing adults with innovative, professional, collaborative educational programs. Graduate study has a substantive tradition in SPS. Dating from 1978, when the first graduate degree was offered at Regis, SPS Graduate Programs has expanded its options for adults, now offering six different graduate degrees and fourteen graduate certificates to well over 2,000 adult students. The following six graduate degrees vary in content, delivery system and focus; however, they hold in common a commitment to serving adult learners with quality, value-oriented, relevant graduate education.

- Master of Arts in Community Leadership (MACL)
- Master of Arts in Liberal Studies (MALS)
- Master of Business Administration (MBA)
- Master of Nonprofit Management (MNM)
- Master of Science in Computer Information Systems (MSCIS)
- Master of Science in Management (MSM)

LEARNING FORMAT

A variety of learning formats and locations offer graduate students flexibility and options in completing graduate study. Among all degrees, close attention is given to the integration of theory and practice as well as opportunities to develop skills and abilities that prepare learners for changing demands of the workplace. Graduate study is available via classroom-based, guided independent study and distance technology formats.

Classroom-Based

Classroom-based courses are offered in an eight-week as well as in a sixteen-week academic period. Some courses are available in a weekend intensive format. Most accelerated courses meet one evening a week for a total of 28-32 contact hours. Course instruction is based on a facilitative model of learning.

Guided Independent Study

For guided independent study, students share the responsibility for course design with a graduate Faculty

Advisor at Regis University, as well as an outside expert who serves as a Course Consultant. Plans for course study are formalized in a Learning Contract. The Learning Contract is similar to a course syllabus, and includes clear statements of course objectives, required learning activities and method of evaluation.

Distance Technology

Educational technologies like videotape, audiotape, e-mail, threaded conferencing and the world wide web offer learners convenience and flexibility as well as opportunities for learning any time and any place.

LEARNING FORMAT AND INSTRUCTIONAL SITES BY DEGREE

All SPS graduate degrees are available at the Lowell Campus in northwest Denver. The following is a listing of instructional sites for SPS Graduate Programs.

- MACL** Summer workshops at the Lowell Campus combined with noncampus-based guided independent study.
- MALS** Five seminars at the Lowell Campus; noncampus-based learning format; guided independent study.
- MBA** Classroom-based; eight-week and sixteen-week academic periods at the Lowell, Southeast, Fort Collins and Colorado Springs Campuses. NOTE: External MBA Program offered via distance technology.
- MNM** Accelerated classroom-based; eight-week academic periods at the Lowell and Southeast Campuses. Also available via distance technology in eight-week academic periods.
- MSCIS** Accelerated classroom-based; eight-week academic periods at the Lowell, Southeast, Boulder and Colorado Springs Campuses.
- MSM** Accelerated classroom-based; eight-week academic periods at the Lowell, Southeast, Boulder and Fort Collins Campuses.

ADMISSION

APPLICATION DEADLINE

Application materials for admission to graduate degree programs must be submitted thirty (30) days prior to the start of classes. Students are encouraged to check specific degree program deadlines. The completed application form, application fee, student copies of transcript(s)--to be followed by official copies--and other designated documents

must be submitted to the Graduate Marketing and Admissions Office prior to the student starting classes. All documents submitted during the application process become the property of Regis University.

EXPIRED APPLICATIONS

Applications remain current for one year after submission. Students who do not sign a Degree Plan within one year must reapply and complete the admissions process under the policies and degree requirements in effect at the time of reapplication.

RETURNING STUDENTS

Graduate degrees are designed to allow flexibility in the completion of the course of study. Students may find it necessary to stop taking courses for a period of time. Students who have a signed an active Degree Plan are not required to complete the admissions process again. They can restart at any time.

NONDEGREE-SEEKING STUDENT

Students seeking admission as a nondegree-seeking, special student must:

1. Provide official documentation of a baccalaureate degree from a regionally accredited college or university.
2. Have appropriate work experience.
3. Meet prerequisite requirements.

A maximum of nine (9) semester hours may be taken. Courses can be taken either on a Pass/No Pass (P/NP) or graded basis. Additional semester hours may be taken with the approval of the appropriate Degree Chair.

Nondegree-seeking students are not eligible to receive financial aid or veteran's benefits.

Nondegree-seeking students who wish to become degree-seeking must meet all the admission and degree requirements for that degree. Courses taken by nondegree-seeking, special students apply to an SPS graduate degree only if the courses are appropriate to the selected degree.

INTERNATIONAL STUDENTS

All international students must complete general admission requirements as outlined under the "International Student" heading in the SPS General Information section of the *Bulletin*.

TUITION AND FEES

SPS Graduate Programs follow the nonsemester-based programs registration and payment policies. Registration confirmations and invoices are mailed to students within forty-eight (48) hours of registration. Payment of tuition and fees is expected during the first week of the academic period. There are several payment options, which are explained in the General Information section of the Bulletin under the heading of "Tuition, Fees, Room and Board Charges." Students are also urged to call the Student and University Accounts Office at (303) 458-4126 to request a copy of the brochure, "Paying Your Tuition at Regis University."

REFUNDS

Withdrawals that occur during the add/drop period are refunded (the student's account is credited) at 100% of the original tuition. Subsequently, through 60% of the academic period, a pro rata refund is applied. Specific refund information is available by calling a customer service representative in the Student and University Accounts Office at (303) 458-4126.

STANDARDS OF CONDUCT

A detailed summary of regulations and the student discipline process is available in the Student Handbook, which covers all University students. Students may request a copy of the Handbook from the Office of Student Life located in the Student Center.

STUDENT ETHICS STATEMENT

It shall be a violation of the ethical standards applicable to all Regis graduate students in all graduate course work for any student to use information shared, or comments or opinions expressed by another student during the course of classroom discussions in a manner which is intended to humiliate, embarrass, harass, damage or otherwise injure other students in their personal, public or business/professional lives.

ACADEMIC INFORMATION

STUDENT RESPONSIBILITIES

Graduate students are expected to have college-level writing skills when they enter a graduate program. These skills include writing mechanics (grammar, spelling, punctuation, word usage and structure) along with analysis of issues, support of position and clarity of thought. Each

student is responsible for meeting the writing standards designated by the degree program.

For master's students, a personal computer with a modem is an indispensable management tool. The benefits of having full-time access to a personal computer far exceeds those obtained through sharing the limited amount of equipment in Regis' computer laboratories. Students are encouraged to have access to their own personal computer, either through personal ownership, rental or arrangements made with their employer.

SCHOLASTIC STANDING

To sustain good scholastic standing at the graduate level, a cumulative grade point average of 3.000 for 600-level course work is required. The cumulative grade point average is computed by dividing the total number of grade points earned in the 600-level courses, by the total number of semester hours attempted in those courses. No more than two courses with grades of "C" can count toward graduation requirements. A grade lower than a "C" (e.g., "C-") is not counted toward degree requirements, but is included in the cumulative grade point average.

PROBATION

Graduate students whose cumulative grade point average falls below 3.000 at the end of any given semester are placed on academic probation. After one semester on probation, a student's performance will be reviewed by the appropriate Degree Chair and the Associate Academic Dean for Graduate Programs. Normally, students on probation are permitted to take only one course per semester; students who are not successful in raising their grade point average to 3.000 will be considered for suspension by the Degree Chair and the Associate Academic Dean for Graduate Programs. In addition, graduate students who receive a grade of "C" or less in two courses are subject to academic review. Students are formally notified of their academic probation in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

SUSPENSION

Students on probation who do not achieve a 3.000 grade point average are suspended. Academic Suspension is recorded on the student's permanent academic record (transcript). Students are formally notified of their suspension from Regis University in a letter from the Associate Academic Dean for Graduate Programs, School for Professional Studies.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a

Regis University class, may complete that class. Any additional registrations will be dropped.

After one calendar year, the student may apply for re-admission by fulfilling the following written requirements:

- Submit a letter requesting re-admission and an explanation of the previous academic difficulties and how the problems(s) have been addressed.
- Submit a written contract, signed by the student and the appropriate Degree Chair, that states how the student will meet the required minimum 3.000 grade point average or an agreed-upon provisional grade point average within a defined period.

Applications for re-admission are addressed to the Associate Academic Dean for Graduate Programs, School for Professional Studies.

DISMISSAL

Academic dismissal is action taken by Regis University in which the student is rendered ineligible to return to Regis for any program of study. For this action to be taken, a graduate student must have been suspended, applied for and been re-admitted to Regis University on academic probation, and failed to achieve either the required minimum 3.000 grade point average or an agreed-upon provisional grade point average as pre-determined by the student and the appropriate Degree Chair. Academic dismissal is recorded on the permanent academic record (transcript). Students who have been readmitted after a period of suspension and who fail to meet the terms of their probation are dismissed from Regis University and are not eligible to return.

SUSPENSION/DISMISSAL APPEAL PROCEDURE

Students who wish to appeal their suspension/dismissal must complete the following requirements within 30 days of the date on the letter of notification for Suspension/Dismissal:

Write a letter to the Associate Academic Dean for Graduate Programs, School for Professional Studies stating:

- Why the student should not be suspended or dismissed from the University.
- What prevented the student from successful progress toward completion of academic goals.
- A commitment that the student is ready to proceed in serious academic study.
- A request for an appointment with the Associate Academic Dean for SPS Graduate Programs to discuss the terms for continuation in the student's academic program and/or Regis University.

Decisions on Suspension/Dismissal appeals by the Associate Academic Dean for Graduate Programs are final; no further appeals are accepted.

GRADING

For information on grade reports, Incomplete grades, change of recorded grade, and repeat for higher grade, students should refer to the University General Information section of the *Bulletin*.

Grade of "In Progress"

A grade of "IP" denotes that the required work for the course is in progress. Courses for which "IP" grading is permitted require work that is expected to extend beyond the academic period within which the course is offered (e.g., a master's thesis). "IP" grades are assigned at the end of the academic period for which the course is offered. The maximum length of time permitted to complete the required course work is twelve (12) months from the end of the academic period for which the "IP" grade was assigned, unless otherwise denoted by the instructor in the course syllabus. The instructor may impose a completion deadline that is less than twelve (12) months from the assignment of the "IP" grade, but the instructor can not permit more than twelve (12) months to complete required course work. If at the end of the twelve (12) month period, course work has not been completed and a grade assigned, the instructor will assign the grade earned which then becomes the student's permanent grade for the course.

Appeals of Disputed Grades

For information regarding appeals of disputed grades students should refer to the SPS General Information section of the *Bulletin*.

TRANSFER CREDIT

Transfer of credit is permitted for each graduate degree. Of the total semester hours required for any one of the graduate degrees, no more than 20% of the total semester hours required may be comprised of transfer course work from another regionally accredited college or university. Graduate degrees with the total semester hours required equal to either thirty or thirty-six (30 or 36) semester hours, may transfer a maximum of six (6) semester hours. Graduate degrees for which forty-eight (48) semester hours are required, permit nine (9) hours of transfer credit.

Course(s) considered for transfer must be graduate level and be equivalent to a course required for the degree or meet a degree requirement category (e.g., general elective). Students must have earned a minimum grade of "B-" for the course(s) to be eligible for transfer and only credit completed within the last ten (10) years is eligible for

transfer consideration. Some Graduate programs may have a more restrictive age limit on transfer credit than the University limit of ten (10) years. Transfer credit is approved by a graduate Faculty Advisor (or designee).

Course work is eligible for transfer at any point in the Degree Plan unless otherwise stated. Graduate degree programs may have more specific or more restrictive transfer credit policies than these stated policies. Specific transfer credit policies are stated in the appropriate graduate degree section of the *Bulletin*.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and a graduate Faculty Advisor or designee.

The Degree Plan specifies the amount of time during which the requirements for a particular degree must be completed. This period is determined by each program and is listed in the degree requirements. During that period, students are permitted to benefit from any changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

GRADUATION

Application Information

The Application for Graduation Form and graduation fee must be submitted to the Graduate Programs Office before eligibility for graduation can be evaluated. This Application for Graduation is required at the beginning of the semester in which the student expects to complete graduation requirements or within six (6) semester hours of completing their degree requirements. Specific application deadlines are available from the Graduate Programs Office at the Lowell Campus or at other instructional sites. Failure to make application by the proper date may delay graduation.

A Regis cumulative grade point average of 3.000 for graduate students is required in order to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation to a subsequent semester.

Application Processing

- Students completing course work at an institution other than Regis University must obtain prior approval by the appropriate Faculty Advisor or designee for transfer of credit to Regis.
- Letters of Early Grade Release are required by the Graduate Programs Office five (5) working days before the graduation date for which the student applies.
- All documentation of Portfolio credit awards (for MBA Graduate Fundamentals courses only) and official test score documentation must be received in the Graduate Programs Office five (5) working days prior to the graduation date for which the student applies.
- All official transfer transcripts from other institutions documenting credit needed to meet a Regis degree requirement must be received by the Graduate Programs Office no later than four (4) weeks following the graduation date each semester.

Delays in the receipt of these materials by the Graduate Programs Office by the stated deadlines may delay graduation to a subsequent semester.

Degree Award

Students graduate the semester that all degree requirements are met and documentation of such is received by the Graduate Programs Office. Incomplete grades, late application for graduation or late receipt of transcripts of transfer credit may result in the degree being awarded in a subsequent semester.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists.

Graduation Honors

Graduation honors for graduate students are applicable to students who completed master's degree requirements with a cumulative grade point average of 3.850 or better for 600-level courses. The diploma and Regis University transcript includes an honors designation for honors graduates.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Graduate Programs Office is notified through the Application for Graduation of the student's intent to participate in commencement. Graduate students are permitted to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

MASTER OF ARTS IN COMMUNITY LEADERSHIP (MACL)

INTRODUCTION

The MACL degree offers students the opportunity to reflect critically on theories of leadership and community development and to apply their reflections and conclusions to their own work and ministerial situations. This focus on leadership is aligned with the mission of Regis University, a Jesuit institution, "preparing men and women for leadership in the service of others." The program is intended for anyone working in a mission-based setting, such as pastoral or family ministry, church administration, mission work, hospital or university chaplaincy, religious education or peace and social justice ministry. MACL encourages students to integrate academic and professional growth with personal and spiritual development. The program is ecumenical in scope and has served a wide variety of lay and ordained persons of both Christian and non-Christian backgrounds.

The MACL program offers five emphases: Pastoral Administration, Religious Education, Spiritual Direction, Family Ministry as well as a General emphasis. Descriptions of each emphasis follow:

- **Pastoral Administration**—designed for students with leadership roles as pastors, parish administrators, parish business managers or comparable positions. The emphasis explores human resources, theories of management, financial management and pastoral theology within church-related organizations.
- **Religious Education**—focuses on the development of religious education programs for children, youth and adults. Special consideration is given to the formation of faith, catechetical ministry, teaching models, and program administration.
- **Spiritual Direction**—intended for students active in mission-based organizations who primarily work with individuals and groups in the area of spiritual direction. The emphasis examines spirituality from a historical and theoretical sense, differentiates the role of spiritual direction from the therapeutic model, and explores spiritual issues from both a personal and universal perspective.
- **Family Ministry**—involves the development of leaders in mission-based organizations whose work is primarily family oriented. Courses offered for the emphasis examine family life dynamics, the relationship between social institutions and families, contemporary issues that challenge families and developmental and educational perspectives of family systems.

- General (no emphasis)—permits the student to select courses from all the emphasis areas in order to tailor the curriculum to meet individual educational priorities. This option results in the awarding of the MACL degree with no emphasis recorded.

The MACL degree utilizes campus based workshops, guided-independent study and independent research. The student who has initiative and is willing to assume responsibility for his/her own learning while contributing to a community of learners, will find this a conducive learning environment. The multi-disciplinary approach of MACL incorporates contributions of psychology, sociology, management and leadership studies, philosophy, theology and spirituality to an understanding of the human situation as lived out in communities and groups.

ADMISSION

MACL admission is open to all those who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must be able to perform in an academic format that requires self-discipline and motivation.

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision is rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded by a regionally accredited college or university and official transcripts for course work attempted or subsequent to baccalaureate degree completion.
- One case study.
- Career goals statement.
- Two letters of recommendation.

MACL PROGRAM CHARGES FOR THE 1998-1999 ACADEMIC YEAR

Tuition (per semester hour)	\$250
Application Fee	\$75
Career Counseling Fee (per session)	\$30
Drop Fee (per student initiated transaction)	\$22
Graduation Fee	\$80
Professional Certificate Completion Fee	\$25
Rush Transcript Fee (same day service)	\$5
Returned Check Fee	\$20

ACADEMIC INFORMATION

TRANSFER OF CREDIT

A maximum of six graduate-level semester hours may be transferred from another accredited institution provided the age of the credit does not exceed 10 years from the date of enrollment. With the permission of the Degree Chair of the program, a student may select courses in other Regis graduate programs as appropriate for his or her respective Degree Plan.

Students may also submit for transfer credit evaluation equivalent work completed in other format programs such as Clinical Pastoral Education (CPE) and Catechetical and Ministry Training. To meet the transfer requirements for this option, students must submit a certificate of completion, a description of the program and the name of the certifying body. Students must provide verification that the formal program was completed not more than ten (10) years prior to the date of the Regis application for admission.

MACL DEGREE REQUIREMENTS

The Master of Arts in Community Leadership degree requires 36 semester hours for completion of the degree. In MACL, there are two academic periods each year. New students may begin their study as soon as they have been accepted. Registration occurs in June and December.

Course work begun in the summer must be completed by November 1st; course work begun in December must be completed by April 1st for those graduating, May 1st for all others.

All students participate in the summer workshops, held for three weeks on the Denver campus in late June and early July. Alternative arrangements can be made with the MACL Degree Chair for those finding it impossible to participate in all of the summer workshops.

MACL DEGREE PLAN

Students must complete all MACL degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH**Core Requirements 18-27 SH**

MCL 610--Foundations in Adult Learning	1-6 SH
MCL 623--The Leader As Person	3 SH
MCL 633--The Leader Within Community	3 SH
MCL 643--The Leader Within the Organization and Beyond	3 SH
MCL 678E-I--Fieldwork in Community Leadership (appropriate course selected by emphasis)	3-6 SH
MCL 696--Master's Project in Community Leadership	3-6 SH

Emphasis Requirements 12 SH**MACL: General (no emphasis) 12 SH**

Twelve (12) semester hours selected from the following:

MCL 661--Human Resource Management	3 SH
MCL 662--Organizational Design	3 SH
MCL 663--Financial Management	3 SH
MCL 664--Pastoral Theology for Administrators	3 SH
MCL 671--Theoretical Foundations in Religious Education	3 SH
MCL 672--Methods in Religious Education	3 SH
MCL 673--Teaching Christian Beliefs	3 SH
MCL 674--Program Administration in Religious Education	3 SH
MCL 681--History of Spirituality and Spiritual Direction	3 SH
MCL 682--Theory and Practice of Spiritual Direction	3 SH
MCL 683--The Spiritual Exercises and Spiritual Direction	3 SH
MCL 684--Critical Issues in Spiritual Direction	3 SH
MCL 685--An Experience of The Spiritual Exercises	3 SH
MCL 691--The Study of the Healthy Family	3 SH
MCL 692--The Family in Society	3 SH
MCL 693--Challenges to Healthy Family Life	3 SH
MCL 694--Ministry with Families	3 SH

MACL: Pastoral Administration Emphasis 12 SH

MCL 661--Human Resource Management	3 SH
MCL 662--Organizational Design	3 SH
MCL 663--Financial Management	3 SH
MCL 664--Pastoral Theology for Administrators	3 SH

MACL: Religious Education Emphasis 12 SH

MCL 671--Theoretical Foundations in Religious Education	3 SH
MCL 672--Methods in Religious Education	3 SH
MCL 673--Teaching Christian Beliefs	3 SH
MCL 674--Program Administration in Religious Education	3 SH

MACL: Spiritual Direction Emphasis 12 SH

MCL 681--History of Spirituality and Spiritual Direction	3 SH
MCL 682--Theory and Practice of Spiritual Direction	3 SH
MCL 683--The Spiritual Exercises and Spiritual Direction	3 SH
MCL 684--Critical Issues in Spiritual Direction	3 SH

MACL: Family Ministry Emphasis 12 SH

MCL 691--The Study of the Healthy Family	3 SH
MCL 692--The Family in Society	3 SH
MCL 693--Challenges to Healthy Family Life	3 SH
MCL 694--Ministry with Families	3 SH

Degree Elective(s) 0-6 SH

MCL 657E-W--Topics in Community Leadership	1-3 SH
MCL 667E-W--Topics in Pastoral Administration	1-3 SH
MCL 677E-W--Topics in Religious Education	1-3 SH
MCL 685--An Experience of The Spiritual Exercises	3 SH
MCL 687E-W--Topics in Spiritual Direction	1-3 SH
MCL 690E-W--Independent Study in Community Leadership	1-3 SH
MCL 697E-W--Topics in Family Ministry	1-3 SH

CERTIFICATE IN COMMUNITY LEADERSHIP

The Certificate in Community Leadership is designed for individuals who do not seek a graduate degree but who desire specialized learning in a particular area: Spiritual Direction, Family Ministry, Religious Education and Pastoral Administration. Each certificate requires the completion of a minimum of twelve (12) semester hours. The Certificate in Spiritual Direction also requires the completion of an additional six (6) semester hours of MCL 678H--Fieldwork in Community Leadership: Spiritual Direction. The Certificate option is intended to be flexible so as to meet the needs of professionals who seek new career opportunities, further training and updating, and nonprofessionals who seek to learn more in a particular area of community leadership.

The course work is multi-disciplinary and uses adult learning methodology. Students must be self-motivated and able to learn in an independent study instructional environment.

In addition to certificate requirements listed, certificate students are encouraged (but not required) to attend the three weeks of summer workshops required for degree-seeking students. The workshops provide an opportunity to hear experts present in the four areas of Community Leadership study.

CERTIFICATE ADMISSIONS

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcripts reflecting a baccalaureate degree awarded from a regionally accredited College or University.
- Two letters of recommendation.

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All twelve (12) or eighteen (18) hours must be earned through Regis University.

MACL CERTIFICATE REQUIREMENTS

A certificate requires that students meet the following requirements in addition to the twelve (12) or eighteen (18) specified graduate hours:

- Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
- A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
- The certificate program must be successfully completed within four(4) years (48 months) from the date of the student's signature on the Certificate Plan. Student signature on the Certificate Plan must occur before the completion of the first course.

Total Certificate Requirements 12 or 18 SH

Pastoral Administration 12 SH

MCL 661--Human Resource Management	3 SH
MCL 662--Organizational Design	3 SH
MCL 663--Financial Management	3 SH
MCL 664--Pastoral Theology for Administration	3 SH

Religious Education 12 SH

MCL 671--Theoretical Foundations in Religious Education	3 SH
MCL 672--Methods in Religious Education	3 SH
MCL 673--Teaching Christian Beliefs	3 SH

MCL 674--Program Administration in Religious Education	3 SH
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Family Ministry 12 SH

MCL 691--The Study of the Healthy Family	3 SH
MCL 692--The Family in Society	3 SH
MCL 693--Challenges to Healthy Family Life	3 SH
MCL 694--Ministry with Families	3 SH

Spiritual Direction 18 SH

MCL 681--History of Spirituality and Spiritual Direction	3 SH
MCL 682--Theory and Practice of Spiritual Direction	3 SH
MCL 683--The Spiritual Exercises and Spiritual Direction	3 SH
MCL 684--Critical Issues in Spiritual Direction	3 SH
MCL 678H--Fieldwork in Community Leadership: Spiritual Direction	6 SH

MASTER OF ARTS IN LIBERAL STUDIES (MALS)

INTRODUCTION

The Master of Arts in Liberal Studies (MALS) is an individualized graduate program. It is designed for students who wish to tailor their course work to meet personal and professional goals. It addresses the needs of the mature, self-directed learner through flexibility and individuality in the design of courses and the Degree Plan. Most MALS course work is completed through guided independent study. The program is designed in partnership with a graduate Faculty Advisor and Course Consultants.

The MALS can be completed by working adults and is not limited to those learners who live near the Metro Denver area. The program is not campus-based; for most of the semester, students work independently in their home communities under the guidance of graduate faculty and Course Consultants. Course Consultants are professionals and specialists with expertise appropriate to the course content. Once each semester, MALS students attend a seminar on the Lowell Campus of Regis University. The seminars are intellectually focused and are opportunities to meet and interact with faculty and other graduate students.

The MALS combines an interdisciplinary approach to the liberal arts with emphases available in the following disciplines:

- Education
- Language and Communication
- Psychology
- Social Science

Students who pursue the Education emphasis may also take teacher education course work to earn Colorado or Wyoming teacher licensure/certification. The teacher education program is competency-based, and normally requires additional course work beyond the thirty-six (36) semester hours required for the MALS degree. Colorado teacher licensure is available for the following endorsements:

- Early Childhood
- Elementary
- Middle School
- Secondary
- Special Education Early Childhood
- Special Education Moderate Needs
- English as a Second Language

Within the Psychology emphasis, students may prepare to sit for the Colorado State Examination for Licensed Professional Counselor (LPC). This preparation requires twelve (12) semester hours of additional course work beyond that for the nonlicensure option graduate degree.

ADMISSION

MALS admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must demonstrate an ability to be successful in an independent study format before admission to the MALS degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Completed admission essays.
- Two letters of recommendation.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

MALS PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Tuition (per credit hour)	\$272
Application Fee (non-refundable)	\$75
Career Counseling Fee (per session)	\$30
Drop Fee (per student initiated transaction)	\$22
Graduation Fee	\$80
Liability Insurance (LPC students only)	\$75
Rush Transcript Fee (same day service)	\$5
Returned Check Fee	\$20

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

TYPES OF CREDIT ACCEPTED

Portfolio Assessment

Teacher licensure students may be able to utilize the portfolio assessment process to evaluate prior learning at the undergraduate level. Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association established for the purpose of fostering valid and reliable assessment of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. **No portfolio credit is assessed at the graduate level.**

Credit by Exam

Teacher licensure students may be able to use DANTES and CLEP examinations to document credit for undergraduate level courses required for teacher licensure. No credit by exam is available at the graduate level.

MALS DEGREE REQUIREMENTS

The Master of Arts in Liberal Studies degree requires the successful completion of thirty-six (36) semester hours of graduate course work (600 level) in an individualized Degree Plan, except for the Masters Plus Teacher Licensure option available with the Education emphasis and for the Professional Counselor Licensure option available with the Psychology emphasis. The Masters Plus Teacher Licensure option is normally comprised of at least forty-five (45) semester hours and the Professional Counselor Licensure option is comprised of forty-eight (48) semester hours for degree requirements. Core courses, individually designed

courses, research methods and a master's research project are required. For students on the Licensed Professional Counselor track, a Supervised Internship (700 hours) is required instead of research methods and a master's research project.

- Students completing the thirty-six (36)-semester hour track may take nine (9) semester hours outside of the MALS Program of which a maximum of six (6) semester hours may be from another regionally-accredited institution.
- Students completing the forty-eight (48) semester hour LPC track may take nine (9) semester hours outside of the MALS Program; these nine (9) semester hours may include (in any combination): a.) Graduate study from another regionally-accredited institution; and b.) Graduate study from other graduate programs at Regis University.
- Students on the Masters Plus Teacher Licensure track, and whose Degree Plan comprises at least forty-five (45) semester hours of graduate credit, may take nine (9) semester hours outside of the MALS Program; these nine (9) semester hours may include (in any combination): a.) Graduate study from another regionally-accredited institution; and b.) Graduate study from other graduate programs at Regis University.

DOUBLE EMPHASIS

Candidates are permitted and encouraged to complete the Master of Arts in Liberal Studies with multiple emphases. The candidate must meet all the requirements of the initial emphasis and, in addition, must complete the Core courses and nine (9) elective hours from the second emphasis.

SECOND EMPHASIS

A Regis Master of Arts in Liberal Studies graduate who wishes to return for a second Master of Arts in Liberal Studies emphasis must meet all the core requirements of the emphasis and nine (9) elective hours from the second emphasis.

DEGREE PLAN

Students must complete all MALS degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree

requirement changes associated with the current Degree Plan.

Total Degree Requirements * 36 or 45 or 48 SH

Core Requirements 12 SH

Twelve (12) semester hours of Core courses by emphasis:

Education Emphasis

MLS 654E--Philosophical Foundations of Education	3 SH
MLS 654F--Current and Interdisciplinary Perspectives in Education	3 SH
MLS 654G--Theories of Human Development and Learning	3 SH
MLS 654H--Multicultural and Ethical Perspectives in Education	3 SH

Language and Communication Emphasis

MLS 621E--The Nature of Language and Communication	3 SH
MLS 621F--Communication in an Interdisciplinary Context	3 SH
MLS 621G--The Writers Voice	3 SH
MLS 621H--Communication and Values	3 SH

Psychology Emphasis

MLS 671E--History and Development of Psychological Thought	3 SH
MLS 671F--Psychology and Interdisciplinary Perspectives	3 SH
MLS 671G--Life Span Development	3 SH
MLS 671H--Multicultural and Ethical Issues in Psychology	3 SH

Psychology Emphasis (Colorado State Examination for Licensed Professional Counselor Option)

MLS 671G--Life Span Development	3 SH
MLS 671I--Theories of Personality	3 SH
MLS 671J--Abnormal Psychology	3 SH
MLS 671K--Social and Multicultural Issues	3 SH

Social Sciences Emphasis

MLS 672E--History of Social Theory	3 SH
MLS 672F--Interdisciplinary Approaches to Social Science	3 SH
MLS 672G--Individual and Society in Cross-Cultural Perspective	3 SH
MLS 672H--Ethical Issues in the Social Sciences	3 SH

Individualized Courses 18 or 30 SH

Eighteen or thirty (18 or 30) semester hours of individualized courses in the student's area of emphasis (i.e., Education,

Language and Communication, Psychology or Social Science). Individualized courses are designed by the student, graduate Faculty Advisor and Course Consultant to meet the student's educational and professional goals as well as graduation requirements of the degree.

Students enrolled in the Masters Plus Teacher Licensure Option normally complete at least twenty-seven (27) semester hours of individualized course work to earn teacher licensure/ certification in Colorado or Wyoming.

Students enrolled in the Licensed Professional Counselor Option complete thirty (30) semester hours of individualized courses. The following courses are available only to degree seeking students who are enrolled in the Licensed Professional Counselor Option:

• Supervised Practicum A and B	2 SH
• Counseling and Clinical Techniques	3 SH
• Groups: Process and Counseling	3 SH
• Supervised Internship A, B and C	3 SH
• Professional Orientation and Ethical Issues	3 SH
• MLS 671X--Statistics, Research and Evaluation	3 SH
• MLS 671Y--Appraisal: Testing and Measurement	4 SH
• MLS 671Z--Career Counseling and Development	4 SH

Students enrolled in the Licensed Professional Counselor option must complete the Supervised Practicum and Supervised Internship placement through the Master of Arts in Liberal Studies Program and at approved sites within Colorado or Wyoming.

Culminating Project 6 SH

Six (6) semester hours of a culminating project, which must include the following:

Research Methods Course	3 SH
Master's Project Course	3 SH

- * Forty-eight (48) semester hours are required for students who have chosen the Psychology emphasis and who are preparing for the Colorado State Examination for Licensed Professional Counselors.

MASTER OF BUSINESS ADMINISTRATION (MBA)

INTRODUCTION

The mission of the MBA program is to produce exceptional leaders who can make positive contributions to their professions. The degree is designed for working

professionals and offers courses in the evenings and on some weekends.

The program was first offered at Regis in 1978 as a response to suggestions from business leaders in Colorado. Today students can tailor the Regis MBA to meet professional and personal needs. The degree provides opportunities for career-oriented adult learners to develop the knowledge, skills and attitudes that equip them to act creatively, ethically and effectively in constantly changing complex organizations.

The MBA Program offers emphases in the following:

- General (no emphasis)
- Finance and Accounting
- Information Systems
- International Business
- Market Strategy
- Operations Management

The External MBA Program offers the Master of Business Administration via distance technology. Students follow the MBA: General (no emphasis) degree requirements and are held to the same admission requirements as classroom-based MBA students. Academic periods are eight (8) weeks in length. Courses are delivered through such flexible, multiple learning formats as video tutorials, audiotape, interactive software and multimedia CD-ROM. Students communicate with faculty, faculty advisors and other students through e-mail, voice mail, telephone and fax. The enhanced multimedia formats available through the External MBA affords Regis students contemporary learning methods, greater convenience, service and scheduling flexibility.

A Professional Accounting Track (PAT) is available to students seeking to complete sufficient course work in preparation for sitting for the Certified Professional Accountant examination in the State of Colorado. More information can be found in the Regis College or School for Professional Studies undergraduate programs sections of the *Bulletin*.

ADMISSION

MBA admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two (2) years of significant full-time work experience prior to admission to the MBA degree program.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.

- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- An official score report for the Graduate Management Admission Test (GMAT) received within three month of application to the MBA Program which includes an official score on the written portion of the exam.

or

Two essays of approximately 750 words each on topics selected by the MBA Program for purposes of evaluation.

- A current resume.
- Two letters of recommendation.
- Students who are petitioning to waive MBA prerequisite courses must submit documentation showing successful mastery of the course content.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

WRITING SKILLS

Since writing skills are so critical to successful completion of the Regis MBA Program, any student receiving a evaluation of "Limited" on either the writing portion of the GMAT or on the two essays submitted with the application, will be required to complete MLS 500--Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

Students receiving an evaluation of "Adequate" on either the writing portion of the GMAT or on the two essays, will be encouraged to complete MLS 500--Graduate Writing or its equivalent prior to entering any graduate level courses in the program.

MBA PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Tuition (per semester hour)	\$322
Application Fee (non-refundable)	\$75
Drop Fee (per student initiated transaction)	\$22
Graduation Fee	\$80
Graduation Fee (MBA second emphasis)	\$25
Rush Transcript Fee (same day service)	\$5
Career Counseling Fee (per session)	\$30
Returned Check Fee	\$20

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

TYPES OF CREDIT ACCEPTED

Portfolio Assessment

Regis University is a member institution of the Council for the Advancement of Experiential Learning (CAEL), an educational association for the purpose of fostering valid and reliable assessment of prior learning outcomes. The University follows CAEL guidelines in its procedures for evaluating experiential learning. For more information regarding the Portfolio Assessment process for Graduate Fundamentals courses, students should contact the Degree Chair.

Credit by Exam

Information regarding procedures for earning credit by examination is available from Adult Learner Services or the Graduate Programs Office.

GRADE REGULATIONS

- 500-level Graduate Fundamentals courses may be taken on a Pass/No pass basis. MBA students are required to earn a passing grade in 500-level Graduate Fundamentals courses.
- A grade of "C-" or less in a 600-level course is not acceptable for meeting MBA graduation requirements. Students who receive a grade of "C-" or less may repeat the course for a higher grade. Students may refer to the information under the heading of "Repeat Grade Improvement Option" in the University General Information section of the *Bulletin*.

COURSE SEQUENCING

Students are expected to complete all the 500-level requirements prior to taking 600-level courses. All other course sequencing is indicated via prerequisites listed in course descriptions.

WAIVERS

Graduate Fundamentals (prerequisite) courses (500 level) may be waived by the MBA Degree Chair, depending upon the student's previous education.

INDEPENDENT AND SPECIAL STUDIES

Independent and Special Studies courses are available through consultation with MBA faculty and with the approval of the MBA Degree Chair. Independent and special studies courses are described in the General Information section of the *Bulletin* under the "Independent, Special and Extended Studies" heading.

MBA DEGREE REQUIREMENTS

MBA candidates must complete a minimum of thirty (30) semester hours of graduate courses (600 level), twenty-four (24) of which must be taken in residence with Regis University. Ten (10) to fifteen (15) semester hours of Graduate Fundamentals courses constitute the basic business background necessary for the success in the MBA Program. The following courses may be waived, depending on previous education or experience:

- MBAP 501--Financial Accounting 3 SH
or
MBAP 511--Essentials of Financial Accounting 2 SH
- MBAP 502--Management Accounting 3 SH
or
MBAP 512--Essentials of Management Accounting 2 SH
- MBAP 504--Business Finance 3 SH
or
MBAP 514--Essentials of Business Finance 2 SH
- MBAP 505--Business Statistics 3 SH
or
MBAP 515--Essentials of Business Statistics 2 SH
- MBAP 506--Marketing 3 SH
or
MBAP 516--Essentials of Marketing 2 SH

Students whose education and/or experiential backgrounds enable them to obtain the waiver of the Graduate Fundamentals courses can complete the degree in two (2) years or less. Students who take the Fundamentals courses and the MBA can usually complete the degree in three (3) years.

MBA DEGREE PLAN

Students must complete all MBA degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

GRADUATE FUNDAMENTALS COURSES

The (500-level) Graduate Fundamentals (prerequisite) courses permit nonbusiness managers the opportunity to acquire the informational background necessary to pursue advanced (600-level) courses. These courses are required for students admitted to the program who have not previously completed course work in the specific areas. Some or all of the courses may be waived for students with sufficient educational background in the respective business areas covered. Students with experience deemed sufficient by the MBA Degree Chair may take a proficiency test for a particular 500-level course on a Pass/No Pass basis. Students who receive a grade of "Pass" obtain a waiver from that course.

DOUBLE EMPHASIS

Candidates are permitted and encouraged to complete the MBA with double emphases. Candidates must complete all the emphasis requirements for each emphasis and must complete nine (9) elective hours from each emphasis in addition to the MBA core courses. Electives taken to satisfy elective requirements for one emphasis cannot be used to satisfy requirements for another emphasis.

SECOND EMPHASIS

A Regis MBA graduate who wishes to return for a second MBA emphasis must complete the required courses for the new emphasis and complete a minimum of nine (9) semester hours of electives in the new emphasis. A second degree option is not available in the MBA program. A certificate for the emphasis earned is awarded upon completion of the requirements.

MBA: GENERAL (NO EMPHASIS)

- MBAC 600--The Economics of Management 3 SH
- MBAC 601--Ethical and Legal Environment of Business 3 SH
- MBAF 602--Financial Decision Making 3 SH
- MBAO 602--Operations Management 3 SH
- MBAK 602--Marketing Management 3 SH
- MBAS 606--Managing Change 3 SH
- MBAI 602--Issues in International Business 3 SH
- MBAM 604--Managerial Leadership 3 SH
- MBAO 611--Innovation and Enterprise 3 SH
- MBAC 695--Strategies in a Global Environment 3 SH

MBA: GENERAL--FOCUSED TRACK (NO EMPHASIS)

The General MBA--Focused Track is offered exclusively at sites apart from Regis campus locations. When an arrangement is made with an off-campus organization to deliver the program on site, the General MBA--Focused Track is used. This track offers opportunities to customize the degree to address the needs of the organization being served.

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH
MBAC 695--Strategies in a Global Environment	3 SH
MBAF 602--Financial Decision Making	3 SH
MBAG 608E-W--Seminar in Current Business Topics	3 SH
MBAG 608E-W--Seminar in Current Business Topics	3 SH
MBAC 602--Marketing Management	3 SH
MBAO 602--Operations Management	3 SH
MBAS 606--Managing Change	3 SH

MBA: FINANCE AND ACCOUNTING EMPHASIS

Core Requirements 6 SH

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH

Emphasis Requirements 6 SH

MBAA 602--Interpreting Accounting Information	3 SH
MBAF 602--Financial Decision Making	3 SH

Emphasis Electives 9 SH

Nine (9) semester hours selected from the following:

MBAA 603--Intermediate Accounting Applications	3 SH
MBAA 604--Energy Accounting and Taxation	3 SH
MBAA 605--Advanced Auditing	3 SH
MBAA 606--Financial Accounting Theory	3 SH
MBAA 607--Accounting for Not-for-Profit Organizations	3 SH
MBAA 608--Accounting for the International Enterprise	3 SH
MBAA 609--Case Studies in Management Accounting	3 SH
MBAA 610--Controllershship	3 SH
MBAA 611--Tax Influence on Business Decision Making	3 SH
MBAA 612E-W--Seminar in Finance and Accounting	3 SH
MBAA 615--Income Tax Research	3 SH
MBAA 616--Accounting for Business Combinations	3 SH

MBAA 617--Accounting Systems	3 SH
MBAA 618--Advanced Cost Accounting	3 SH
MBAF 603--Investments and Portfolio Management	3 SH
MBAF 604--Money and Banking	3 SH
MBAF 605--International Financial Management	3 SH
MBAF 606--Case Studies in Financial Management	3 SH
MBAF 612E-W--Seminar in Finance and Accounting	3 SH

General Electives 6 SH

Six (6) semester hours of any two 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695--Strategies in a Global Environment	3 SH
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MBA: INFORMATION SYSTEMS EMPHASIS

Core Requirements 6 SH

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH

Emphasis Requirements 6 SH

MBAS 602--Systems Analysis, Design and Implementation	3 SH
MBAM 609--Professional Communication	3 SH

Emphasis Electives 9 SH

Nine (9) semester hours selected from the following:

MBAS 603--Information Resource Management	3 SH
MBAS 604--Database Management	3 SH
MBAS 605--Information Communication Networks	3 SH
MBAS 606--Managing Change	3 SH
MBAS 607--Systems Integration	3 SH
MBAS 609E-W--Seminar in Systems and Operations Management	3 SH
MBAS 611--International Science and Technology	3 SH
MBAS 612--Operations Research - Systems Analysis	3 SH
MBAS 613--Technical Management	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695--Strategies in a Global Environment	3 SH
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MBA: INTERNATIONAL BUSINESS EMPHASIS**Core Requirements 6 SH**

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH

Emphasis Requirements 6 SH

MBAF 602--Financial Decision Making	3 SH
MBAI 602--Issues in International Business	3 SH

Emphasis Electives 9 SH

Nine (9) semester hours selected from the following:

MBAI 604--International Marketing	3 SH
MBAI 605--International Financial Management	3 SH
MBAI 608--Accounting for the International Enterprise	3 SH
MBAI 609--Issues in International Law	3 SH
MBAI 610--International Transportation	3 SH
MBAI 611--International Science and Technology	3 SH
MBAI 612E-W--Focus in Area Studies	3 SH
MBAI 613E-W--Seminar in International Business	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695--Strategies in a Global Environment	3 SH
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MBA: MARKET STRATEGY EMPHASIS**Core Requirements 6 SH**

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH

Emphasis Requirements 6 SH

MBAK 602--Marketing Management	3 SH
MBAK 603--Marketing Strategy	3 SH

Emphasis Electives 9 SH

Nine (9) semester hours selected from the following:

MBAK 604--International Marketing	3 SH
MBAK 605--Market Research	3 SH
MBAK 606E-W--Seminar in Marketing	3 SH
MBAK 607--Advertising and Promotion	3 SH
MBAK 608--Marketing Plans Development	3 SH
MBAK 609--Consumer Behavior	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695--Strategies in a Global Environment	3 SH
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MBA: OPERATIONS MANAGEMENT EMPHASIS**Core Requirements 6 SH**

MBAC 600--The Economics of Management	3 SH
MBAC 601--Ethical and Legal Environment of Business	3 SH

Emphasis Requirements 6 SH

MBAO 602--Operations Management	3 SH
MBAM 609--Professional Communication	3 SH

Emphasis Electives 9 SH

Nine (9) semester hours selected from the following:

MBAO 603--Project Management	3 SH
MBAO 604--Process Management	3 SH
MBAO 606--Managing Change	3 SH
MBAO 607--Service Operations	3 SH
MBAO 609E-W--Seminar in Systems and Operations Management	3 SH
MBAO 611--Innovation and Enterprise	3 SH
MBAO 612--Operations Research - Systems Analysis	3 SH
MBAO 613--Technical Management	3 SH
MBAO 614--Quality Management	3 SH

General Electives 6 SH

Six (6) semester hours of any 600-level courses selected from the MBA program.

Capstone 3 SH

MBAC 695--Strategies in a Global Environment	3 SH
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MASTER OF NONPROFIT MANAGEMENT (MNM)

INTRODUCTION

The Master of Nonprofit Management is an intensive, conceptually-based and applications-oriented course of study designed to enhance the management and leadership capabilities of professionals in the nonprofit sector. Students can tailor the program to meet their own professional and personal needs by selecting from a number of graduate elective courses offered in business (MBA), management (MSM), community leadership (MACL), liberal studies (MALS) and/or nonprofit (MNM) disciplines. The program culminates in the Professional Project, which involves the creation, development, improvement or evaluation of a product or program. The Project is one that has immediate applicability in a specific nonprofit agency or sector of the nonprofit community.

ADMISSION

MNM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have two years of professional experience in a nonprofit organization. Applicants who have not had the opportunity to gain this type of professional experience are required to complete a 400-hour practicum.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered.

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate completion.
- A completed admissions essay.
- Two letters of recommendation.

Once all documentation has been received, an Admission Committee reviews the application and makes an admission recommendation.

MNM PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Tuition (per semester hour)	\$256
Application Fee	\$75
Drop Fee (per student initiated transaction)	\$22
Rush Transcript Fee (same day service)	\$5
Graduation Fee	\$80
Graduation Fee (Professional Certificate)	\$25
Returned Check Fee	\$20

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

MNM DEGREE REQUIREMENTS

The MNM degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). The degree is designed to be completed in twenty-four (24) months, taking one course each eight-week academic period.

MNM DEGREE PLAN

Students must complete all MNM degree requirements within six (6) years (72 months) from the date of the signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Required Courses 24 SH

Twenty-four (24) semester hours of MNM courses, which must include the following:

MNM 601--History, Theory and Future of the Nonprofit Sector	3 SH
MNM 613--Program Development and Evaluation	3 SH
MNM 620--Marketing for Nonprofit Organizations	3 SH
MNM 643--Financial Resource Development	3 SH
MNM 644--Fiscal Management for Nonprofit Organizations	3 SH
MNM 680--Ethical Issues and Nonprofit Organizations	3 SH

MNM 697A--Professional Project: Proposal	3 SH
MNM 697B--Professional Project: Paper/Presentation	3 SH

General Electives 12 SH

Twelve (12) semester hours from any of the six (6) SPS graduate degree course offerings.

Practicum

Students without two (2) years of nonprofit experience are required to complete a 400-hour practicum (not for credit). Students for whom the practicum is not required may still elect to complete it. Practica are coordinated through the MNM Coordinator. An updated list of practica may be obtained from the MNM Coordinator.

CERTIFICATE IN NONPROFIT MANAGEMENT

The certificate program is also a conceptually-based and applications-oriented course of study for individuals who seek new career opportunities or who are interested in developing or improving their skills in nonprofit organization management and leadership.

CERTIFICATE ADMISSIONS

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered.

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.

MNM CERTIFICATE REQUIREMENTS

The Regis University Certificate in Nonprofit Management requires successful completion of twenty-four (24) semester hours.

Total Certificate Requirements 24 SH

Required Courses 18 SH

Eighteen (18) semester hours of MNM courses, which must include the following:

MNM 601--History, Theory and Future of the Nonprofit Sector	3 SH
MNM 613--Program Development and Evaluation	3 SH
MNM 620--Marketing for Nonprofit Organizations	3 SH
MNM 643--Financial Resource Development	3 SH
MNM 644--Fiscal Management for Nonprofit Organizations	3 SH
MNM 680--Ethical Issues and Nonprofit Organizations	3 SH
<i>General Electives</i>	6 SH

Six (6) semester hours from any of the six (6) SPS graduate degree course offerings.

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (MSCIS)

INTRODUCTION

The Master of Science in Computer Information Systems focuses on the integration of management and the technological challenges of information resources. The MSCIS program is designed for the working CIS professional or the professional in any industry who needs to gain CIS knowledge in order to achieve business goals. Students have the opportunity to generalize their course of study (self-selected) or focus their study in one of the following emphasis areas:

- Database Technologies
- Multimedia Technologies
- Networking Technologies
- Management of Technology
- Object-Oriented Technologies

The current and future needs of computer information professionals are addressed by providing curriculum with a solid foundation in computer hardware and software, systems engineering, computer networking, communications and project/team skills for the rapidly changing computer environment. MSCIS faculty work full-time in the industry, contributing a wealth of experience and knowledge to the classroom. Additionally, faculty have considerable teaching experience with adult learners.

MSCIS students make a final professional presentation of a project to peers, faculty and administrators. The project is designed to integrate learning with hands-on experience; students identify and solve a technological problem within an organization.

The outcomes of the program are that graduates will have:

- Integrated technical and managerial theory into their current work context.
- Developed and used a number of tools, which can be used throughout their career.
- Developed skills in communicating technical materials to a nontechnical audience in both a written and oral format.
- Been introduced to a number of technologies and methodologies of importance to the CIS industry with an opportunity to practice the applications of such.

ADMISSION

MSCIS admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. The MSCIS degree requires students to have sufficient knowledge and/or experience in database applications, programming, computer networking, and systems analysis and design. This is assessed for each applicant during the admission interview. Knowledge and experience can be supplemented by courses in these prerequisite areas. Not all supplemental courses must be completed prior to applying to the program, but must be completed prior to taking the core courses.

The Graduate Marketing and Admission Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- A current resume.
- Faculty Interview.

Once all documentation has been received, an Admission Committee reviews the application, a faculty member conducts an interview and the Committee makes an admission recommendation.

MSCIS PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Tuition (per semester hour)	\$275
Application Fee (non-refundable)	\$75
Degree Plan Extension (per semester)	\$100
Drop Fee (per student initiated transaction)	\$22
Graduation Fee	\$80
Returned Check Fee	\$20
Rush Transcript Fee (same day service)	\$5

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

COURSE AVAILABILITY

Regis University does not guarantee that courses will be offered at the same campus location or on the same evening as they were offered for a previous academic period. A course is subject to cancellation if the minimum student registration for that course is not met.

ATTENDANCE

Students are expected to attend every MSCIS class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSCIS courses, absence from a single class meeting can result in students missing a substantial portion of class content and participation. If students must miss the first class meeting, registration is permitted only with prior approval of the absence from the instructor. It is the student's responsibility to contact the instructor for absence approval before registering for the course.

Students who miss the first class meeting without prior approval may be dropped from the course and assessed a drop fee. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up work and assignment of grades affected by a student's absence are at the discretion of the instructor.

COURSE OVERLOAD

The MSCIS degree consists of twelve courses. Students may take three courses (9 semester hours) in any semester

(there are two academic periods per semester), as long as all prerequisites are met. To take four courses (12 semester hours) during any semester (considered an overload) requires prior approval of the Degree Chair. Students may not take more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, only students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload. Graduate overload forms may be obtained through the Graduate Programs Office. The upper portion of this form is to be completed by students and submitted to the Graduate Programs Office at least thirty (30) days prior to registering for the course. Students receive written approval or denial of this request. Requests to take three graduate courses during one academic period are not approved.

PROFESSIONAL PROJECT

The Professional Project is a process designed to integrate the workplace with learning occurring in the classroom. As such, it should be of interest to students from both a professional and academic viewpoint. A broad range of flexibility is provided regarding what the project can involve. Students are asked to select a primary, certified Faculty Advisor based on their knowledge of and/or interest in the subject matter focus of their project. The certified Faculty Advisor provides guidance for preparing the project prior to enrollment in MSC 696--Professional Project. A second certified Faculty Advisor will also read the written project prior to enrollment in MSC 696--Professional Project. Course requirements for the project are twofold:

- An oral presentation to classmates, faculty and interested administrators. The presentation should be approximately 45 minutes in length and of professional quality. Copies of an executive summary of the project must be available for distribution to all who attend. If a demonstration is desired and Regis University does not have the appropriate equipment, the presentation can be scheduled at another site.
- A written report documenting the project is submitted to the instructor of the MSC 696 course. This document should be between 40 and 100 pages, including text, illustrations, appendices, etc.

TRANSFER CREDIT

Upon entrance graduate level course work may be transferred toward program electives. Acceptance of transfer course work is based on a course content review; transfer course content must be equivalent to a Regis MSCIS course. Students must submit to the Degree Chair the following materials for transfer credit consideration: an official transcript from each transfer institution; a Bulletin course description, a copy of the course syllabus and copy of the table of contents of the text book used in the course

for each course for which transfer is requested. Only course work completed within the last two (2) years are eligible for transfer consideration.

MSCIS DEGREE REQUIREMENTS

The MSCIS degree requires the successful completion of a total of thirty-six (36) semester hours of graduate courses (600 level). Students can complete the program in less than two years while working full-time.

Prerequisite

Prior knowledge in programming, systems analysis and database applications or successful completion of the following courses are necessary before enrolling in the MSCIS graduate level courses.

Select one or more from the following:

MSC 525--Systems Analysis and Design for Database Applications	3 SH
MSC 570--Survey of Programming with Java	3 SH
MSC 575--Object-Oriented Control and Data Structures with Java	3 SH

Note: Prerequisite courses are not calculated into degree requirements.

DEGREE PLAN

Students must complete all MSCIS degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Required Courses 12 SH

MSC 605--Human-Computer Interaction	3 SH
MSC 620--Presentation of Technical Materials	3 SH
MSC 645--Applied Systems Analysis	3 SH
MSC 696--Professional Project	3 SH

With the exception of MSC 696, the required courses must be completed before enrolling in elective or emphasis courses.

Emphasis Areas**12 SH**

MSCIS students select from six (6) emphasis areas of study. In addition to the required courses, students complete a minimum of twelve (12) semester hours identified as part of the specified emphasis area. It is recommended that the student, without a computer networking background, select MSC 664--Local Area Networks as one of the elective courses if the course is not required as part of the emphasis.

Database Technologies Emphasis**12 SH**

- MSC 640--Database Concepts 3 SH
 MSC 642--Database Application Development using Oracle®
 or
 MSC 643--Database Application Development using PowerBuilder™ 3 SH

Six semester hours selected from the following:

- MSC 650--CASE Technologies 3 SH
 MSC 655--Rapid Application Development and Prototyping 3 SH
 MSC 656--Advanced Database Technologies 3 SH

Object Oriented Technologies Emphasis**12 SH**

- MSC 625--Object-Oriented Programming I 3 SH
 MSC 630--Object-Oriented Analysis and Design 3 SH

Six semester hours selected from the following:

- MSC 627--Object-Oriented Programming II 3 SH
 MSC 634--Managing Object-Oriented Technology 3 SH
 MSC 635--Software Testing 3 SH
 MSC 670--Java Programming 3 SH

Networking Technologies Emphasis**12 SH**

- MSC 664--Local Area Networks 3 SH
 MSC 666--Wide Area Networks 3 SH

Six semester hours selected from the following:

- MSC 610--Systems Integration in a Networked Enterprise 3 SH
 MSC 667--Network Management 3 SH
 MSC 669--Internet: Concepts and Topics 3 SH
 MSC 671--Data Communications Design and Implementation 3 SH

Multimedia Technologies Emphasis**12 SH**

- MSC 685--Introduction to Multimedia Technologies 3 SH
 MSC 686--Multimedia Authoring 3 SH

Six semester hours selected from the following:

- MSC 687--Digital Video Post Production for Multimedia 3 SH
 MSC 688--Business Issues in Multimedia 3 SH
 MSC 689--Asset Acquisition and Development for Multimedia 3 SH

Management Of Technology Emphasis**12 SH**

- MSC 630--Object-Oriented Systems Design 3 SH
 MSC 640--Database Concepts 3 SH

Six semester hours selected from the following:

- MSC 634--Managing Object-Oriented Technology 3 SH
 MSC 664--Local Area Networks 3 SH
 MSC 667--Network Management 3 SH
 MSC 680--Project Management 3 SH
 MSC 688--Business Issues in Multimedia 3 SH

Self-Selected Emphasis**12 SH**

There are no specific course requirements in the self-selected emphasis area. The student selects twelve (12) semester hours of 600-level MSC courses in consultation with an Academic Advisor. The self-selected emphasis is not posted on the transcript or diploma.

General Electives**12 SH**

Twelve (12) semester hours of MSC courses selected from the following:

- MSC 600--Computer Systems Architecture 3 SH
 MSC 609--UNIX Concepts 3 SH
 MSC 610--Systems Integration in a Networked Enterprise 3 SH
 MSC 612--Advanced UNIX Concepts 3 SH
 MSC 622--C Programming 3 SH
 MSC 625--Object-Oriented Programming I 3 SH
 MSC 627--Object-Oriented Programming II 3 SH
 MSC 630--Object-Oriented Systems Design 3 SH
 MSC 634--Managing Object-Oriented Technology 3 SH
 MSC 635--Software Testing 3 SH
 MSC 640--Database Concepts 3 SH
 MSC 642--Database Application Development using Oracle® 3 SH
 MSC 643--Database Application Development using PowerBuilder™ 3 SH
 MSC 646--Applied Systems Design and Implementation 3 SH
 MSC 650--CASE Technologies 3 SH
 MSC 655--Rapid Application Development and Prototyping 3 SH
 MSC 656--Advanced Database Technology 3 SH
 MSC 664--Local Area Networks 3 SH
 MSC 666--Wide Area Networks 3 SH
 MSC 667--Network Management 3 SH
 MSC 668--Groupware Concepts 3 SH

MSC 669--Internet: Concepts and Topics	3 SH
MSC 670--Java Programming	3 SH
MSC 671--Data Communications Design and Implementation	3 SH
MSC 675--Current Computing Issues	3 SH
MSC 680--Project Management	3 SH
MSC 685--Introduction to Multimedia Technologies	3 SH
MSC 686--Multimedia Authoring	3 SH
MSC 687--Digital Video Post-Production for Multimedia	3 SH
MSC 688--Business Issues in Multimedia	3 SH
MSC 689--Asset Acquisition and Development for Multimedia	3 SH
MSC 690E-W--Independent Study in MSCIS	1-3 SH
MSC 695E-W--Technology Seminar	3 SH

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS

A candidate for one of the certificate programs must possess the prerequisite skills for entry into the Master of Science in Computer Information Systems degree program and the specific prerequisite skills/knowledge identified in each certificate program.

Regis Graduate Certificates are designed for students who wish to seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificates represent a selection of courses from the MSCIS program. These courses could eventually be included in a Regis SPS graduate student's degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Computer Information Systems), but are not interested in completing a second Bachelor's or Master's degree; and (2) individuals who have completed an undergraduate degree, but are not sure initially if they want to enroll in a degree-seeking program.

Specific parameters for MSCIS Graduate Certificates include:

- A minimum of twelve (12) semester hours of credit.
- The courses offered within a given Certificate represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.
- The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

CERTIFICATE ADMISSIONS

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university.
- Faculty interview.

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All twelve (12) semester hours must be earned through Regis University.

MSCIS CERTIFICATE REQUIREMENTS

A certificate requires that students meet the following requirements in addition to twelve (12) specified graduate hours:

1. Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level courses throughout the certificate program.
2. A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
3. The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Total Certificate Requirements 12 SH

Database Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in database management systems. Academic study is enhanced through practical hands-on assignments in the labs using Oracle® and PowerBuilder™ software.

Prerequisites

MSC 525--System Analysis & Design for Database Applications	3 SH
or	
CS 445--Database Management	3 SH
and	
MSC 570--Survey of Programming with Java	3 SH
or	
Permission of the Instructor or Degree Chair	

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSC 640--Database Concepts	3 SH
MSC 642--Database Application Development using Oracle®	3 SH

Six (6) semester hours selected from the following:

MSC 643--Database Application Development using PowerBuilder™	3 SH
MSC 650--CASE Technologies	3 SH
MSC 655--Rapid Application Development and Prototyping	3 SH
MSC 656--Advanced Database Technologies	3 SH

Object-Oriented Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in Object Oriented paradigms. Object Oriented techniques for analysis and design are covered, as well as programming in C/C++ to implement these designs.

Prerequisites

MSC 570--Survey of Programming Logic with Java	3 SH
and	
MSC 575--Object-Oriented Control and Data Structures with Java	3 SH
or	
MSC 622--C Programming	3 SH
or	
Permission of the Instructor or Degree Chairperson	

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSC 625--Object-Oriented Programming I	3 SH
MSC 630--Object-Oriented Systems Design	3 SH

Six (6) semester hours selected from the following:

MSC 627--Object-Oriented Programming II	3 SH
MSC 634--Managing Object-Oriented Technology	3 SH
MSC 635--Software Testing	3 SH
MSC 670--Java Programming	3 SH

Networking Technologies 12 SH

This program is designed for students with data processing experience, who wish to develop specific skills and knowledge in network technologies and systems.

Prerequisites

MSC 525 Systems Analysis & Design for Database Applications	3 SH
and	
MSC 570--Survey of Programming Logic with Java	3 SH
and	
MSC 575--Object-Oriented Control and Data Structures with Java	3 SH
or	
Permission of the Instructor or Degree Chairperson	

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSC 664--Local Area Networks	3 SH
MSC 666--Wide Area Networks	3 SH

Six (6) semester hours selected from the following:

MSC 610--Systems Integration in a Networked Enterprise	3 SH
MSC 667--Network Management	3 SH
MSC 669--Internet: Concepts and Topics	3 SH
MSC 671--Data Communications Design and Implementation	3 SH

Multimedia Technologies 12 SH

This program is designed for students with data processing experience, who wish to acquire specific skills and knowledge in multimedia design and development. Academic study is enhanced through practical hands-on assignments in the labs, using Macromedia Director™, Adobe Photoshop™, and Adobe Premier software.

Prerequisites

MSC 525--Systems Analysis and Design for Applications and	3 SH
MSC 570--Survey of Programming Logic with Java and	3 SH
MSC 575--Object-Oriented Control and Data Structures with Java or	3 SH
Permission of the Instructor or Degree Chairperson	

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSC 685--Introduction to Multimedia Technologies	3 SH
MSC 686--Multimedia Authoring	3 SH

Six (6) semester hours selected from the following:

MSC 687--Digital Video Post-Production or Multimedia	3 SH
MSC 688--Business Issues in Multimedia	3 SH
MSC 689--Asset Acquisition and Development for Multimedia	3 SH

Management of Technology 12 SH

This program is designed for students with some experience who wish to enhance their knowledge in the field of applied computer technology.

Prerequisites

MSC 525--Systems Analysis & Design for Database Applications and	3 SH
MSC 570--Survey of Programming Logic with Java and	3 SH
MSC 575--Object-Oriented Control and Data Structures with Java or	3 SH
Permission of the Instructor or Degree Chairperson	

Note: Prerequisite courses are not calculated into hours required for a certificate.

Certificate Requirements

MSC 630--Object-Oriented Systems Design	3 SH
MSC 640--Database Concepts	3 SH

Six (6) semester hours selected from the following:

MSC 634--Managing Object-Oriented Technology	3 SH
MSC 664--Local Area Networks	3 SH
MSC 667--Network Management	3 SH
MSC 680--Project Management	3 SH
MSC 688--Business Issues in Multimedia	3 SH

MASTER OF SCIENCE IN MANAGEMENT (MSM)

INTRODUCTION

The Master of Science in Management is an intensive, accelerated, integrated learning experience that provides preparation for effective leadership in a rapidly changing, global marketplace. The program is designed for individuals who wish to cultivate their leadership skills and make a profound difference (institutional change) within an organization.

The program focuses on the qualitative issues of leadership, enabling students to become lifelong learners through the understanding of the following:

- Coaching and mentoring
- Creativity and critical thinking
- Cultural and strategic change
- Developing effective teams
- Ethics and cultural diversity
- Futuristic leadership
- Global economics
- Management and leadership processes
- Oral and written communication
- Organization development
- Risk-taking and leadership
- Strategic leadership
- Team/project management
- Total quality management

MSM PROGRAM OUTCOMES

The MSM Program challenges students to take responsibility for their personal learning experiences. Upon successful completion of the program learners will:

- Understand and practice socially responsible leadership as a collaborative process in a changing global environment.
- Synergize the power of people by orchestrating, promoting and utilizing diversity and teams.
- Focus on quality and customer satisfaction as strategic processes for continuous improvement.

- Appreciate lifelong learning and critical thinking as tools for managing the certainty of change.
- Communicate succinctly and effectively.
- Lead the challenges in the evolving contemporary workplace.

MSM PROFESSIONAL LEADERSHIP PROJECT CONTRACT

The Professional Leadership Project Contract (PPC) is a planning document used for completion of the Professional Leadership Paper/Presentation. Its purpose is to establish a frame of reference and time line for the successful completion of MSM 692--Applied Action Research or MSM 693--Contemporary Leadership Research and MSM 694--Professional Leadership Project. The PPC is signed by the student, a representative of the organization (for MSM 692 only) and the MSM approved faculty members of the student's choice who serve as the advisor and second reader of the Professional Project. Students should refer to the guidelines outlined in the MSM 694--Professional Leadership Project module for additional instructions.

Professional Leadership Action Research Project

The MSM Professional Leadership Action Research Project is an opportunity for a student to identify and develop a change plan within an organization, and is the basis for the Professional Leadership Paper/Presentation. The organization selected should be one in which the student is a stakeholder. It may be an employer, a civic group or any other organization that a student knows well and in which a change is perceived to be of potential value. The Project consists of four distinct areas:

- *Research:* Action (qualitative) research, in which a researcher (student) interacts with the organization to gather information, is combined with literature and industry research to analyze and diagnose an identified problem and develop potential solutions.
- *Change Project:* Using information gathered in research, a student collaboratively plans, implements and evaluates a course of action.
- *Paper:* A student documents the Leadership Project in a paper. The paper is presented in a case-study format and includes the content of the project, the process used to complete it and a reflection on the experience.
- *Presentation:* As a capstone to the MSM program, a student presents to faculty, a representative from the organization (from MSM 692 only) and peers, both content and process of the Leadership Project.

Contemporary Leadership Research Project

The contemporary Leadership Research Project provides an alternative for students who are unable to conduct an action research intervention within an organization. It does not require collaboration or implementation of recommendations. Thus, a learner may gather data and make recommendations, or explore and recommend applications of a leadership concept.

- *Research:* Involves extensive research of a topic applicable to leadership in contemporary organizations.
- *Paper:* Theoretical in nature and follows the format of a traditional thesis or dissertation. The academic paper is to be in excess of 100 pages and include more than 50 references.
- *Presentation:* As a capstone to the MSM program, a student presents to faculty and peers the content of the Leadership Research.

ADMISSION

MSM admission is open to all men and women who have earned a baccalaureate degree in any field of study from a regionally accredited college or university. Applicants must have three years of management-related work experience before admission to the MSM degree.

The Graduate Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision can be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a baccalaureate degree awarded from a regionally accredited college or university and official transcripts for course work attempted or completed subsequent to baccalaureate degree completion.
- Two completed admission essays.
- Two letters of recommendation.

Once all documentation has been received, an Admissions Committee reviews the application and makes an admission recommendation.

MSM PROGRAM CHARGES FOR THE 1998 - 1999 ACADEMIC YEAR

Tuition (per semester hour)	\$270
Application Fee (non-refundable)	\$75
Degree Plan Extension Fee (per semester)	\$100
Drop Fee (per student initiated transaction)	\$22
Special Studies (per semester hour)	\$270
Graduation Fee	\$80
Returned Check Fee	\$20
Rush Transcript Fee (same day service)	\$5

The tuition, fees and other charges previously described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

ACADEMIC INFORMATION

ATTENDANCE

Students are expected to attend every MSM class meeting, except when unavoidable circumstances occur. Due to the accelerated pace of MSM courses, absence from a single class meeting can result in students missing a substantial portion of course content as well as class participation. If students must miss the first class meeting, registration is allowed only with prior approval from the instructor.

Students who miss the first class meeting without prior approval may be dropped from the course and assessed a drop fee. Students may receive a failing grade if they miss any class meeting without completing the assigned make-up work in a timely manner, or if they miss more than one class meeting during the academic period. Approval of absence, assignment of make-up and assignment of grades affected by student absence are at the discretion of the instructor.

COURSE SEQUENCING

The first three courses (MSM 601, MSM 611 and MSM 621) must be taken in sequence, one at a time. As students move into the second part of the program (MSM 631 through MSM 691 and MSM 695E-W), courses may be taken in any order.

The five (5) three (3) semester hour core courses (MSM 601, MSM 611, MSM 621, MSM 631 AND MSM 661) are taken by all students. Students may choose to take five (5) of the three (3) semester hour elective courses (MSM 641, MSM 651, MSM 671, MSM 681 and MSM 691) or four (4) of the five (5) elective courses and three (3) one (1) semester hour seminar courses (MSM 695E-W).

Any time after completing MSM 621--Organizational Change, students select an Action Research Project (MSM 692) or a topic for Contemporary Leadership Research (MSM 693). Students register for the appropriate course which initiates the capstone project. During the course students prepare the Professional Project Contract (PPC), select their Faculty Advisor, a second Faculty Reader and design the project or research.

Students document the culmination of the action research project in a paper with a minimum length of twenty pages. The Leadership research document minimum length is one hundred pages. When students complete the final paper, with the advisor's approval, they coordinate a time with the

Faculty Advisor, second Faculty Reader, and Degree Chair to formally present the research project.

COURSE AVAILABILITY

The University does not guarantee that courses will be offered at the same campus location or on the same evening as offered for a previous academic period. Courses MSM 631 through MSM 691 and MSM 695E-W are subject to cancellation if the minimum student registration for that course is not met.

COURSE OVERLOAD

Students may take three courses in any semester (there are two academic periods per semester) as long as all prerequisites are met. To take four or more courses during any semester (considered an overload) require more than two (2) courses per academic period. Overload is not permitted until the fourth course. Ordinarily, students with a minimum cumulative grade point average of 3.500 and no grades of Incomplete are eligible for an overload. Graduate overload forms may be obtained through the Graduate Programs Office. The upper portion of this form is to be completed by students and submitted to the Graduate Programs Office at least thirty (30) days prior to registering for the course. Students receive written approval or denial of this request. Requests to take three (3) graduate courses during one academic period are not approved prior approval of the Degree Chair. Students may not take.

TRANSFER CREDIT

Acceptance of transfer course work is based on a course content review. A maximum of six (6) semester hours may be transferred.

MSM DEGREE REQUIREMENTS

The Master of Science in Management degree requires successful completion of a total of thirty-six (36) semester hours of graduate course work (600 level). The degree can be completed in twenty-four (24) months, taking one course each academic period.

Students must meet the following degree requirements:

1. Successful completion of required MSM 600-level courses.
2. The first three courses (MSM 601, MSM 611 and MSM 621) must be taken sequentially. The remaining required courses (MSM 631-MSM 691 and MSM 695E-W2) may be taken in any order. MSM 694--Professional Leadership Project, is generally the last course taken.
3. Maintenance of a cumulative grade point average of 3.000 or better in graduate-level MSM courses.
4. Ability to show practical application of leadership and change concepts through the completion of the MSM Professional Leadership Project.
5. Successful completion and presentation of the MSM Professional Leadership Project at the culmination of the program.

MSM DEGREE PLAN

Students must complete all MSM degree requirements within six (6) years (72 months) from the date of the student signature on the Degree Plan. During that six-year period, students are permitted to benefit from any policy changes (e.g., transfer credit policy changes; does not include degree requirement changes) that were implemented since the Degree Plan signing. If the Degree Plan expires before the student has completed all degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Total Degree Requirements 36 SH

Required Courses 21 SH

MSM 601--Leadership: A Personal Context	3 SH
MSM 611--Management and Leadership Processes	3 SH
MSM 621--Organizational Change	3 SH
MSM 631--Strategic Management and Financial Reports Analysis	3 SH
MSM 661--Leading in Changing Economies	3 SH
MSM 692--Applied Action Research	
or	
MSM 693--Contemporary Leadership Research	3 SH
MSM 694--Professional Leadership Project	3 SH

General Electives

15 SH

Fifteen (15) semester hours of MSM courses selected from the following with a maximum of three (3) semester hours in MSM 695E-W:

MSM 641--Leading Effective Teams	3 SH
MSM 651--Delivering Business Process Improvement	3 SH
MSM 671--Leadership for the Future	3 SH
MSM 681--Leading in the International Organization	3 SH
MSM 691--Managing Diversity	3 SH
MSM 695E-W--Seminar in Leadership and Management	1-3 SH

CERTIFICATE IN SCIENCE MANAGEMENT

A candidate for one on the certificate programs must apply and be accepted into the Master of Science in Management (MSM) degree program.

Regis Graduate Certificates are designed for adults who wish to seek new career opportunities, enhance their work-related knowledge and skills and to advance themselves educationally. The Graduate Certificates represent a selection of college courses from the MSM program which are offered for academic credit. These courses could eventually be included in a Regis SPS graduate student's degree plan or stand alone as courses beyond the degree requirements.

Certificate recipients may include (1) individuals who already hold an undergraduate or graduate degree in one area and want college graduate certification in another area (e.g., Leadership Management), but are not interested in completing a second Bachelor's or Master's degree; and (2) individual who hold an undergraduate degree, but are not sure initially if they want to enroll in a degree seeking program.

Specific parameters for MSM Graduate Certificates include:

- A minimum of thirteen (13) semester hours of credit.
- The courses offered within a given Certificate will represent a coherent body of knowledge chosen in consultation with representatives of appropriate academic disciplines.
- The Certificate program identifies the description of the courses required for completion and the recommended sequencing of those courses.

CERTIFICATE ADMISSIONS

The Graduate Programs Marketing and Admissions Office must receive the following documentation from each applicant before an admission decision will be rendered:

- A completed application form, which includes a non-refundable application fee.
- Official transcript(s) reflecting a bachelor's degree awarded from a regionally accredited college or university.
- Three years of management related experience (managing either people or projects, a management title is not required).
- Critical Analysis Essay and Leadership Statement (essays).
- Two letters of recommendation.

TRANSFER CREDIT

Graduate transfer credit is not accepted into the certificate program. All thirteen (13) hours must be earned through Regis University.

MSM CERTIFICATE REQUIREMENTS

A certificate requires that students meet the following requirements in addition to the thirteen (13) specified graduate hours:

1. Candidates must maintain a cumulative grade point average of 3.000 or better in graduate level course throughout the certificate program.
2. A grade of "C" or higher is required for all certificate requirements. Grades lower than a "C" do not meet any requirement of the certificate program under any circumstance (i.e., a grade of "C-" is unacceptable).
3. The certificate program must be successfully completed within four (4) years (48 months) from the date of the student's signature on the Certificate Plan. The student's signature on the Certificate Plan must occur before the completion of the first course.

Total Certificate Requirements 13 SH

Executive Leadership 13 SH

This certificate is designed for students who choose to build a philosophy and skills for becoming effective leaders. It focuses on contemporary leadership theories, ethical leadership and future leadership roles.

MSM 601-Leadership: A Personal Context	3 SH
MSM 611-Management and Leadership Processes	3 SH
MSM 671-Leadership for the Future	3 SH
MSM 691-Managing Diversity	3 SH
MSM 695G-Seminar in Leadership Management: Business Ethics	1 SH

Strategic Business Management 13 SH

This certificate is designed for students to develop skills in strategic management with a focus on developing leadership skills in managing project teams, process improvement plans and achieving customer satisfaction.

MSM 601-Leadership: A Personal Context	3 SH
MSM 631-Strategic Management and Financial Reports Analysis	3 SH
MSM 641-Leading Effective Teams	3 SH
MSM 651-Delivering Business Process Improvement	3 SH
MSM 695K-Seminar in Leadership Management: Strategic Project Management	1 SH

Strategic Human Resource Integration 13 SH

This certificate is designed for students to examine strategies for transforming organizational culture, architecture and leadership and to review the impact of the human resource functions on the total organization.

MSM 601-Leadership: A Personal Context	3 SH
MSM 611-Management and Leadership Process	3 SH
MSM 621-Organizational Change	3 SH
MSM 641-Leading Effective Teams	3 SH
MSM 695J-Seminar in Leadership Management: Human Resource Perspectives	1 SH

Executive International Management 13 SH

This certificate is designed to explore leadership and organizational changes associated with the international marketplace. The impact of diverse cultures on organizations and culturally appropriate strategies for success are explored.

MSM 601-Leadership: A Personal Context	3 SH
MSM 661-Leading in Changing Economics	3 SH
MSM 681-Leading in the International Organization	3 SH
MSM 691-Managing Diversity	3 SH
MSM 695G-Seminar in Leadership Management: Business Ethics	1 SH

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SCHOOL FOR HEALTH CARE PROFESSIONS

SCHOOL FOR HEALTH CARE PROFESSIONS

Leading Offerings

ALLIANCE OF STUDIES

Admission: 2000-2001 Academic Year

Location: Regis University, Denver, CO

Program: Bachelor of Science in Health Care Professions

Duration: 4 years

Cost: \$1,200 per semester

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Location: Regis University, Denver, CO

Program: Bachelor of Science in Health Care Professions

Duration: 4 years

Cost: \$1,200 per semester

SHCP

SCHOOL FOR
HEALTH CARE
PROFESSIONS

SHCP DEGREE AND CERTIFICATE OFFERINGS

Dean's Office

Room 317 Carroll Hall
Regis University
Mail Code: G-6
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4174
(303) 964-5533 FAX

Degree Offerings

BACHELOR OF SCIENCE

Major: Health Care Administration (HCA)

Office: Room 334 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

Major: Health Information Management (HIM)

Office: Room 334 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

Major: Medical Imaging Management (MIM)

Office: Room 334 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

BACHELOR OF SCIENCE IN NURSING

Program: Undergraduate Program in Nursing

Major: Nursing

Options: Traditional Nursing
Accelerated Nursing
RN-to-BSN Degree Completion

Office: Room 301 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4168

Option: RN-to-BSN - Colorado Springs

Office: Colorado Springs Campus
7450 Campus Drive, Suite 100
Colorado Springs, CO 80920
(719) 264-7090 (Colorado Springs)
(303) 458-4232 (Denver)
1 (800) 388-2366

MASTER OF SCIENCE IN NURSING

Program: Graduate Program in Nursing

Emphases: Family Nurse Practitioner
Leadership in Health Care Systems
Perinatal Nurse Practitioner

Office: Room 303 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4232

MASTER OF SCIENCE IN PHYSICAL THERAPY

Program: Graduate Program in Physical Therapy

Office: Room 411 Carroll Hall
Regis University
Mail Code: G-4
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4340

Certificate Offerings

Program: *Health Information Management*

Certificate: Health Information Management
(Baccalaureate degree required)

Office: Room 334 Carroll Hall
Regis University
Mail Code: G-10
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4157

Program: *Graduate Program in Nursing*

Certificate: Post-Master's Family Nurse Practitioner

Office: Room 303 Carroll Hall
Regis University
Mail Code: G-8
3333 Regis Boulevard
Denver, CO 80221-1099
(303) 458-4232

GENERAL INFORMATION

INTRODUCTION

Regis University offers a variety of health care programs to serve the needs of the community for well-prepared professionals in health care. The School is organized into three departments: the Department of Nursing, the Department of Physical Therapy, and the Department of Health Services Administration and Management. Within these departments, the School for Health Care Professions (SHCP) offers a Bachelor of Science in Health Care Administration (BS); Bachelor of Science in Health Information Management (BS); Bachelor of Science in Medical Imaging Management (BS); Bachelor of Science in Nursing (BSN); Master of Science in Nursing (MSN) with an emphasis in Family Nurse Practitioner, Perinatal Nurse Practitioner or Leadership in Health Care Systems; and a Master of Science in Physical Therapy (MS).

DEPARTMENT OF HEALTH SERVICES ADMINISTRATION AND MANAGEMENT (HSAM)

The Department of Health Services Administration and Management houses three undergraduate programs: Health Care Administration, Health Information Management and Medical Imaging Management.

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION (HCA)

The Bachelor of Science in Health Care Administration degree program was approved for offering at Regis University in September 1993. The first classes for this degree began in spring of 1994. Students earning the Bachelor of Science in Health Care Administration degree also obtain a minor in Business Administration, Accounting, Computer Science or Economics.

BACHELOR OF SCIENCE/CERTIFICATE IN HEALTH INFORMATION MANAGEMENT (HIM)

The Health Information Management degree program has been operating at Regis University since the fall of 1980. The name has been changed from Health Record Information Management to its current name to reflect the expanding role of the professional field. The curriculum incorporates a minor in Health Care Administration. Major and minor course work, open to both adults and traditional students, is offered on the weekends in an accelerated

format. The HIM Program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in cooperation with the Council on Accreditation of the American Health Information Management Association (AHIMA). The HIM Program has a certificate option for students who have already earned a baccalaureate degree. In addition to earning the Bachelor of Science degree or completing the certificate option in HIM, graduates are eligible to apply to write the national qualifying examination for certification as a Registered Record Administrator (RRA).

BACHELOR OF SCIENCE IN MEDICAL IMAGING MANAGEMENT (MIM)

The Bachelor of Science in Medical Imaging Management degree program was approved for offering at Regis University in September of 1993. The first classes for this degree began in spring of 1994. Graduates from this degree program also have a minor in Health Care Administration.

DEPARTMENT OF NURSING

Regis University adopted and integrated the Bachelor of Science in Nursing degree program when Loretto Heights College closed in May 1988. The Colorado State Board of Nursing first approved the program at Loretto Heights in 1948, the year it was established at that college. In 1952, the National League for Nursing (NLN) accredited the College's program. That accreditation was transferred to Regis when the program moved. In 1991 a graduate program in nursing was established. In 1993 the NLN renewed the undergraduate accreditation and granted full five-year initial accreditation to the MSN program.

BACHELOR OF SCIENCE IN NURSING AND MASTER OF SCIENCE IN NURSING

The Department offers the Bachelor of Science in Nursing (BSN) and the Master of Science in Nursing (MSN) in several formats. The Undergraduate Nursing Program serves both traditional-aged and adult students in a daytime program. An accelerated schedule option is also available to serve the adult with a previous baccalaureate degree in another field who desires a degree in nursing. Course work is also offered to the registered nurse (RN) toward completion of a baccalaureate degree. This course work is delivered both on an every-other-weekend schedule and on an evening schedule on-site at several hospitals as well as on the Lowell Campus and the Colorado Springs Campus.

The Graduate Program in Nursing began in January 1991 on an every-other-weekend format. The first emphasis, nursing administration, was developed to prepare nurses for mid-level and upper management positions. In 1998 the Department re-organized the curriculum extensively and

changed the name of the emphasis to leadership in health care systems. In 1992 the Department established an emphasis designed to prepare nurses for a new role—the perinatal nurse practitioner (PNNP). This emphasis is now offered in a combined distance and on campus format. In fall of 1994 the graduate program added a third emphasis designed to prepare nurses for the role of family nurse practitioner (FNP). In fall of 1997, three special educational options for nurse practitioners were added to the graduate program in nursing.

DEPARTMENT OF PHYSICAL THERAPY

The Department of Physical Therapy admitted its first class in spring 1995. The program offers a Master of Science in Physical Therapy. The Physical Therapy Program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

MASTER OF SCIENCE IN PHYSICAL THERAPY

This professional educational program is two calendar years in length (six semesters), with a new class starting in January of each year. Upon successful completion of the program, graduates receive a Master of Science degree, which prepares them to be autonomous general practitioners equipped with the necessary tools to practice physical therapy into the 21st century. Graduation requirements include completion of a research project.

Professional practice is integrated with academic portions of the curriculum. These experiences necessitate travel to various sites. Some of the early clinical experiences may be outside the Metro Denver area. Many of the clinical experiences late in the curriculum are out of the immediate area and often outside of Colorado. Students are responsible for all additional expenses related to their clinical experiences including, but not limited to, transportation, room and board, and any uniforms required by the individual facilities.

SCHOOL FOR HEALTH CARE PROFESSIONS MISSION

Supporting the University mission, the School for Health Care Professions has adopted the following mission, goals and statement of values:

MISSION

The School mission is to educate men and women as leaders committed to excellence within the health care professions.

GOALS

- Prepare professionals able to practice effectively in the changing health care environment.
- Foster the development of leadership and collaborative skills in service of others.
- Provide educational opportunities that facilitate learning, critical thinking and effective communication.
- Collaborate with the broader community to meet current and anticipated health care needs.
- Provide opportunities to explore ethical issues, spiritual dimensions and cultural differences.
- Promote a student-centered learning environment that respects the unique needs of the individual.

STATEMENT OF VALUES

The School for Health Care Professions is committed to:

- Respecting the intrinsic worth of each individual.
- Honoring the diversity of the human community.
- Helping students answer the question "How ought I to live?"
- Believing that each individual can make a positive contribution.
- Encouraging educational excellence in the Jesuit tradition.
- Promoting a philosophy of life-long learning.

DEGREE PLAN

The Degree Plan is a written agreement between the student and the appropriate undergraduate or graduate program. It sets forth the academic requirements for the degree. The Degree Plan is signed by the student and an Academic Advisor and/or Department Director.

The Degree Plan specifies the amount of time during which the requirements for a particular degree should be completed. This period is determined by the SHCP undergraduate and graduate programs. The HCA, HIM, MIM, Undergraduate Nursing and Master of Science in Nursing Programs allow five (5) years (60 months) to complete degree requirements from the date the student signs the Degree Plan. The Master of Science in Physical Therapy Program allows three (3) years (36 months) to complete degree requirements from the date the student signs the Degree Plan. During that five- or three-year period, students are permitted to benefit from changes such as transfer credit policy changes; however, they are not affected by degree requirement changes that were implemented since Degree Plan activation (date of student signature). If the Degree Plan expires before the student has completed degree requirements, the student must sign the current Degree Plan and is held to any degree requirement changes associated with the current Degree Plan.

Note: Traditional Undergraduate nursing students who sign a degree plan should understand that the degree plan does not constitute admission to the Department of Nursing.

INTERNATIONAL STUDENTS

ADMISSION REQUIREMENTS

All international students seeking admission to the School for Health Care Professions should check directly with the appropriate program admitting unit for specific information.

All international students must complete the general admission requirements for the program of interest and also the following requirements:

- Submit an official score report of Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (paper-based) or 213 (computer-based), or the Michigan Language Test (MLT) with a proficiency of 85, or complete ELS Language Centers' Level 109-Academic. Level 109-Academic must be completed within one year prior to acceptance into the program.
- Complete a personal interview with the admissions representative.
- Submit to the program office documentation of financial ability to pay one year's expenses, including tuition, fees, living expenses, etc. and demonstrate adequate coverage for Health Insurance in the United States for issuance of an I-20 by the Office of the University Registrar. An I-20 cannot be issued until after the student has been admitted by the University and an academic program.

All documents submitted during the admissions process become the property of Regis University.

Additional English instruction may be required on or after admission to the program to insure success in completing course work.

To ensure enough time for the processing of international student applications, it is recommended that international students apply no later than four (4) weeks before the academic period for which enrollment is intended, or, in cases where application deadlines are in effect, four (4) weeks before the application deadline. Applications received later may not be processed in time and may have to be held for the following academic period.

DISCIPLINARY EXPULSION

All School for Health Care Professions students are bound by the provisions of the *Regis University Student Handbook* and *Regis University Bulletin*, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the *Student Handbook* may be obtained in the Office of Student Life located in the Student Center.

Procedures for reviewing incidents of academic dishonesty are outlined in the General Information section of this *Bulletin*. Procedures for reviewing violations of the University's Standards of Conduct are outlined in the *Student Handbook*. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to expulsion from the program, as set forth below. The Dean of the School for Health Care Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

- a. A pattern of unsafe clinical performance.
- b. Any action of omission or commission that results in serious injury or harm to another.
- c. Disrespectful, abusive or dishonest interaction with patients, families, staff, faculty or peers.
- d. Violation of a client's right to confidentiality.
- e. Performance of a criminal act.
- f. Abuse of drugs or illegal use or possession of controlled substances.
- g. Failure to follow the policies and procedures of the clinical agency.
- h. Academic dishonesty or plagiarism.
- i. Manipulation, alteration, removal or destruction of other student/faculty/University/clinical facility materials and/or equipment.
- j. Unauthorized use of University or clinical agency equipment inclusive of computer accounts and files.
- k. Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter.
- l. Other prohibited conduct as defined by Regis University, the School for Health Care Professions and the department or program.
- m. Other conduct or behavior that is unprofessional or unsafe as determined in the discretion of the School.

The faculty member and/or responsible supervisor making the initial judgment that a situation of unsafe behavior or unprofessional conduct in a clinical or academic setting exists shall inform the student of the charges against him/her and notify the Director of the program or designee. If in the judgment of the faculty member and/or responsible supervisor the nature of the conduct or behavior warrants,

the student may be suspended from the classroom or clinical area until the review process has been completed.

Following a preliminary review of the evidence available in a case, the Director or designee shall schedule a hearing with the student to review the charges. If the student fails to appear at the hearing and the failure of appearance is not excused by the Director for good cause as determined in the discretion of the Director, the charges shall be deemed to be unchallenged and the student shall be deemed to have waived the right to a hearing. In such case the Director may proceed to apply such sanctions as the Director deems appropriate.

At the hearing, the Director or designee shall:

1. Provide the student with copies of all written reports regarding the circumstances and facts of the case. The student shall have an opportunity to give his/her reactions to the reports and to offer any additional information relevant to resolving the case.
2. Interview involved parties about the facts of the case, including the student. The student shall have the right to hear any testimony related to the case that may adversely affect him/her and to question persons giving such testimony.
3. Allow the student to present witnesses on his/her own behalf and to be accompanied by one advisor who is not a party to the case. Such advisors must be members of the Regis University faculty or staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the Director or designee shall make a determination of the facts of the case and sanctions if appropriate. Sanction options include, but are not limited to, expulsion or suspension from the program, probation, warnings, or failure of a course.

Notification of the results of the review by the Director or designee shall be provided in writing by regular mail to the student's last known address as identified in the records of the University and to the Dean of the School for Health Care Professions.

The student shall have three (3) working days from receipt of the letter to appeal the decision of the Director to the Dean. Notification of the results of the review by the Dean shall be provided in writing by mail to the student with a copy to the Director or designee. The decision of the Dean is final.

APPEALS OF DISPUTED GRADES

All grade appeals must be initiated within the first four (4) weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if students wish to protest a grade received in a course:

1. The student first contacts the instructor and reviews the issue. If the grade remains in dispute the student should follow Step 2.
2. The student contacts the appropriate Director and, in writing, protests the disputed grade. The Director then follows either Step "a" or Step "b," depending upon the circumstances.

a. If the grade in dispute does not affect the student's ability to progress in the Program, the following procedure applies:

Both the student and the instructor submit written statements explaining the issue to the appropriate Director. The Director reviews all the documentation submitted to determine the validity of the challenge. The Director contacts the student and faculty member to schedule an appointment, if necessary. The Director may choose to seek additional information from other sources, if indicated by the circumstances. The Director makes a decision about the disputed grade and conveys that decision in writing to the student and faculty member. If either party wishes to contest the Director's decision, Step 3 should be followed.

b. If the grade in dispute prevents the student from progressing in the Program, the following procedure applies:

The Director arranges for a committee of three faculty members to review the case. The student and the faculty member each appoint one of the three committee members. The third committee member is then chosen by the other two. The Director participates as an ex officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually a written statement from each party that the other party can review and respond to in writing is the first step.) Oral presentations to committee are sometimes useful. Care should be taken lest either of the parties be intimidated through oral procedure. The committee recommends a solution to the Director, who notifies the student and the faculty member of the decision in writing. If either party wishes to further contest the committee's solution, Step 3 should be followed.

3. The dissatisfied party appeals to the Academic Dean of the School for Health Care Professions within two (2) weeks of receipt of the decision or solution. The Dean reviews the proceedings to date, obtains any new information deemed appropriate and makes the final determination. The Dean notifies all parties in writing of the final decision.

SCHOOL FOR HEALTH CARE PROFESSIONS EXPENSES

The tuition, fees and other charges described are good-faith projections for the academic year. They are, however, subject to change from one academic term to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

A date is designated in the University Calendar for obtaining financial clearance. Information regarding the financial clearance process is mailed to students in advance of clearance dates. There is a per-day fee for late clearance. Students who complete preregistration—but do not complete financial clearance—have their courses dropped. For additional information, students should contact the Student and University Accounts Office at 1-800-388-2366 extension 4126. Local students may call 303-458-4126.

Information regarding payment of charges is located under the "Tuition, Fees, Room and Board Charges" heading in the General Information section of the Bulletin.

UNDERGRADUATE PROGRAMS

HCA, HIM, MIM Program Charges for the 1998 - 1999 Academic Year

Regular tuition (per semester hour)	\$210
Application Fee	\$40
Challenge Exam (per semester hour)	\$60
Graduation Fee	\$80
Late Registration (per day)	\$60
Liability Insurance Fee (HIM only, per year; HCA/MIM one-time fee)	\$25
Rush Transcript Fee (same day service)	\$5
I.D. Replacement Fee	\$15

Additional specific course fees may exist that are not listed.

Nursing Program Charges for the 1998 - 1999 Academic Year

Charges are per semester, unless otherwise noted.

Traditional Nursing Program

Full-time tuition	\$7,800
Part-time tuition (per semester hour)	\$485
Application Fee	\$40
Student Activity Fee Full-time*	\$85
Student Activity Fee Part-time*	\$60
Liability Insurance Fee (junior/senior)	\$50
Nursing Laboratory Fee (one-time fee; junior year)	\$75
Orientation Fee (one-time fee for new students)	\$75
Science Laboratory Fee	\$100
Late Registration Fee (per day)	\$60
Graduation Fee	\$80

Rush Transcript Fee (same day service)	\$5
I.D. Replacement Fee	\$15

Additional specific course fees may exist that are not listed.

* Determined by the Student Executive Board; subject to change.

Accelerated Nursing Program (tuition increases effective on January 1, 1999).

Tuition (per semester hour)	\$350
Application Fee	\$40
Liability Insurance Fee (Spring and Summer semesters)	\$50
Laboratory Fee	\$75
Graduation Fee	\$80
Rush Transcript Fee (same day service)	\$5
I.D. Replacement Fee	\$15

RN-to-BSN Program and RN-to-BSN Colorado Springs Program

Tuition (per semester hour)	\$210
Application Fee	\$40
Liability Insurance Fee (junior/senior)	\$50
Graduation Fee	\$80
Rush Transcript Fee (same day service)	\$5
I.D. Replacement Fee	\$15

GRADUATE PROGRAMS

Masters of Science in Nursing Program

Regular Tuition (per semester hour)	\$250
Application Fee	\$60
Liability Insurance Fee (Leadership in Health Care Systems)	\$50
Liability Insurance Fee (Perinatal Nurse Practitioner Emphasis and Family Nurse Practitioner Emphasis)	\$175
Distance Course Fee (per course)	\$80
Graduation Fee	\$80
Rush Transcript Fee (same day service)	\$5
Laboratory Fee	\$75
I.D. Replacement Fee	\$15

Physical Therapy Program Charges for the 1998-1999 Academic Year (tuition increases effective on January 1, 1999).

Regular Tuition (per semester hour)	\$374
Application Fee	\$75
Wait List Fee	\$100
Liability Insurance Fee	\$110
Graduation Fee	\$80
Rush Transcript Fee (same day service)	\$5
Laboratory Fee	\$100
I.D. Replacement Fee	\$15

ACADEMIC INFORMATION UNDERGRADUATE PROGRAMS

UNDERGRADUATE CORE STUDIES AND GENERAL DEGREE REQUIREMENTS

Unless otherwise indicated in this section, policies included in the General Information section of this Bulletin apply to the School for Health Care Professions.

The Liberal Arts Core requirements vary somewhat among the three major academic units of the University. In undergraduate programs offered by Regis College, the School for Professional Studies and the School for Health Care Professions some of the Core requirements may be met by courses considered prerequisites for a specific major. The Core requirements for students in undergraduate programs offered by the School for Health Care Professions follow.

<i>Core Studies Requirements</i>	<i>44 SH</i>
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	14 SH
Philosophy (one course in Health Care Ethics recommended)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	12 SH

NOTE: *At least one of the courses used to meet the above requirements must have a non-U.S. focus.*

Undergraduate General Degree Requirements

In addition to completion of the Core studies, major, minor (if required) and elective areas, each undergraduate degree candidate must also satisfy each of the following requirements:

1. Completion of 128 semester hours of academic work in HCA, HIM, MIM or Nursing.
2. No course in which the candidate has received less than a "C-" grade is acceptable for credit in major or minor areas. The Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher for all courses in the major.
3. A minimum of thirty (30) graded semester hours must be taken at Regis University. This does not include credits earned through Prior Learning Assessment (portfolio or exams).
4. Once students enroll at Regis University, all upper division course work in the major must be completed at Regis. Students may use CLEP, Portfolio and Regis University Credit-by-Exam to earn credit.

COURSE LOAD

HCA / HIM / MIM: The normal academic load should not exceed nine (9) semester hours per 10-week academic period or a total of 18 semester hours per semester for an HCA, HIM or MIM student.

Nursing: The average course load is fifteen (15) to eighteen (18) semester hours for Traditional Option students; twelve (12) to fifteen (15) semester hours for Accelerated Options students; and three (3) to six (6) semester hours each (8-week or 10-week academic period or a total of six (6) to twelve (12) semester hours per semester for RN-BSN Degree Completion Option students.

COURSE OVERLOAD

HCA / HIM / MIM: The normal academic load should not exceed nine (9) semester hours per 10-week academic period or eighteen (18) semester hours per semester. Ordinarily, only students with a minimum cumulative grade point average of 3.000 and no grades of incomplete are eligible to apply for an overload. Students wishing to exceed this maximum academic load must submit a formal written request for overload to the Director of the Department of Health Services Administration and Management at least one week prior to the beginning of the 10-week academic period.

Nursing: The normal academic load in the Traditional Nursing Program should not exceed eighteen (18) semester hours per semester. Ordinarily, only students with a 3.000 minimum cumulative grade point average and no grades of Incomplete are allowed to carry an overload. Permission to carry nineteen (19) or more semester hours (course overload) must come from the Director of the Department of Nursing or designee. A written request for overload should be submitted at least one week prior to the beginning of the semester.

Accelerated Nursing Option: Because of the intense pace of the Accelerated Option, students are strongly advised not to attempt additional courses (non-nursing) while enrolled as an accelerated nursing student.

CREDIT FOR EXPERIENTIAL LEARNING (PORTFOLIO)

Students who have work experience as an adult may be eligible for credit by writing a portfolio. The procedure is as follows:

1. Students write a letter outlining their work experience and submit it to their Academic Advisor for approval.

2. If approved, the Academic Advisor submits the request to the Director of Adult Learner Services (ALS), School for Professional Studies.
3. If it is decided by the Director of Adult Learner Services and the student that portfolio is a viable option, the ALS Director approves and forwards all paperwork to the Dean, School for Health Care Professions.
4. If approved by the Dean, School for Health Care Professions, the student enrolls in ED 202--Experiential Learning and Assessment, a one-credit portfolio preparation seminar.
5. With the assistance of the student's Academic Advisor, the Director of Adult Learner Services and the student identify courses for the portfolio that fit into the Degree Plan.
6. Students wishing to major in programs offered by SHCP must do all courses in the major through SHCP. Thus, courses in the major may not be completed through portfolio.
7. Courses in the Core, prerequisite courses and general electives may be completed through portfolio.
8. Students continue the portfolio process and, if successful, receive academic credit.

REGISTRATION

Procedure

HCA / HIM / MIM: Students may register by phone, fax or mail through the Office of the University Registrar prior to the first day of class.

Nursing: Registration for the Traditional Nursing Option follows the same policies described for Regis College undergraduate program students. Students in the Accelerated Option must register by the first day of class.

RN-to-BSN Degree Completion: Students must register by the first day of class.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Add / Drop

HCA / HIM / MIM: Add/drop may occur up to the Friday following the first class meeting.

Nursing: Students in the Traditional and Accelerated Options follow the same add/drop policies as those identified in the Regis College undergraduate program

section. The add/drop period for nontraditional nursing options extends through the first week of class.

Auditing a Course

HCA / HIM / MIM: Auditing is permitted only with the approval of the Department Director.

Nursing: Auditing of theory courses only is permitted in nursing with the approval of the Department Director.

Dean's List: Undergraduate Traditional Nursing and Accelerated Nursing

Traditional degree-seeking students who carry a semester load of fifteen (15) or more graded hours and who earn a minimum grade point of 3.700 are placed on the Dean's List. Students who are required during the semester to take a Pass/No Pass course--and who also carry twelve (12) or more graded hours with a 3.700 semester grade point and who earn a grade of pass on the course--are eligible for inclusion on the Dean's List. Students who are not required during the semester to take a Pass/No Pass course but request the Pass/No Pass grading option are eligible if they earn a grade of Pass in the course and earn a minimum of fifteen (15) letter-graded semester hours. Students who earn a No Pass grade or an Incomplete grade are ineligible for the Dean's List.

Students in the Accelerated Nursing Option are eligible for the Dean's list each semester.

ACADEMIC STANDING AND PENALTIES UNDERGRADUATE PROGRAMS

Good Standing

Students at Regis must maintain at least a 2.000 ("C") cumulative grade point average to be in good academic standing. The cumulative grade point average is computed by dividing the total number of grade points earned by the total number of semester hours attempted. A grade of "C-" or higher is required for upper division courses in the major or minor area to be counted as work toward the major or minor. A grade of "C-" or higher is required by some departments for lower division major courses to be counted as work toward the major or minor.

NOTE: The Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher in all nursing major courses.

A grade of "D" in other courses indicates an academic deficiency; however, those course hours apply toward graduation.

Warning

Undergraduate nursing students whose semester grade point average falls below 2.000 but whose cumulative grade point average remains above 2.000, are placed on academic warning. Although academic warning indicates an academic deficiency, it is not as severe as academic probation and is not indicated on the student's permanent academic record (transcript).

Probation

Students with a cumulative grade point average below 2.000 are placed on academic probation. During the next semester of enrollment the School expects students to raise their cumulative grade point average to a minimum of 2.000. In some instances, the Academic Advisor, in consultation with the Department Director, establishes additional conditions that students must meet within a specified period of time. Failure to raise the grade point average or to meet any of the specified conditions may result in suspension. Academic probation is recorded on the student's permanent academic record (transcript).

Occasionally a student's Regis cumulative grade point average is so low that it is almost mathematically impossible for the student to raise it to a 2.000 in one semester. In that situation, the Department Director may enter into an agreement with the student to permit the student to earn a provisional grade point average for the semester. This agreed upon grade point average is set within a range that is a fair and reasonable expectation for the student in question. If the provisional grade point average is earned for the semester but the student's cumulative grade point average remains below a 2.000, the student may be awarded the status of Probation Continued. If the agreed upon grade point average is not achieved, the student may be suspended.

Academic Suspension

Undergraduate students of the School for Health Care Professions who have been placed on academic probation and do not achieve a cumulative grade point average of 2.000 or meet those conditions established during their probation are, under ordinary circumstances, suspended. This renders students ineligible to return to Regis for a period of 12 months.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

After a year, students may reapply for admission by submitting to the appropriate program: (1) a letter requesting readmission, explaining the causes of the earlier academic difficulties and describing how the student has overcome those difficulties; and (2) an official transcript showing at least 12 semester hours (or equivalent quarter hours) of

acceptable academic course work completed at another regionally accredited college or university.

Academic Dismissal

Students who have been readmitted after a period of suspension and who fail to meet the terms of their probation are dismissed from Regis University and are not eligible to return.

Academic Suspension / Dismissal Appeal Procedure

Upon being notified by letter of suspension or dismissal, students who wish to appeal the decision should do the following:

1. Write a letter to the Director of the appropriate Program/Department stating:
 - a. The student's honest and straight-forward assessment of how the academic problems came about.
 - b. Why the student failed to achieve the required grade point average. Were there, for example, any extenuating circumstances beyond the student's control?
 - c. Why the student should not be suspended from the program or dismissed from the University.
 - d. Some indication that the student is ready to continue serious academic work.
 - e. The names of the student's advisor or faculty members from whom supporting statements may be solicited by the student.
2. Submit the letter by the deadline stated in the letter of suspension or dismissal.
3. Contact the advisor, faculty member, doctors, etc., to discuss the case. Any supporting statements from them must be received by the same deadline.

The Director is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at the University.

The Director reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The Director notifies the student in writing of the decision regarding the student's appeal.

Suspension Final Appeal Procedure

All decisions regarding a student's suspension or dismissal may be appealed in writing to the Academic Dean of the School for Health Care Professions. The Academic Dean may require a personal interview with the student before a decision is reached. The decision of the Academic Dean is final.

All documents submitted during the appeal process become the property of the School for Health Care Professions.

HCA PROGRAM POLICIES

1. A minimum of 1600 credit hours must be earned to graduate.

2. Transfer credit work is evaluated on a course-by-course basis.

3. All HCA classes are evaluated by program faculty.

4. In consultation with the Department Director, all HCA students are required to submit and defend a thesis or capstone project at the end of their program.

5. To graduate, students must have at least a 2.00 cumulative grade point average.

6. Students are required to complete all program requirements for graduation. Students who fail to complete the 1600 credit hour requirement must complete the program within a two-year period.

7. Students enrolled in the HCA program must submit the Regis Health History form and provide documentation of current immunizations.

8. The Department Director is responsible for the HCA program.

HCA GENERAL PROGRESSION POLICIES

1. The Department Director is responsible for the HCA program. In order for progression through the HCA program, students must meet the minimum requirements for each semester.

2. Students must earn a grade of "C" or better in all HCA classes.

3. Students who fail to meet the minimum requirements for progression may be required to repeat the semester.

4. The Department Director is responsible for the HCA program.

SHCP UNDERGRADUATE PROGRAMS BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration is a four-year undergraduate program designed to prepare students for careers in health care administration. The program includes coursework in business, health care, and management.

NOTIFICATION INFORMATION

ADMISSION TO THE PROGRAM

1. Students must submit an application to the program. The application should include a resume, letters of recommendation, and a personal statement.

2. The Department Director will review the application and make a decision on admission.

3. The Department Director will notify the student of the admission decision.

4. The Department Director will provide information on the program to the student.

5. The Department Director will provide information on the program to the student.

6. The Department Director will provide information on the program to the student.

7. The Department Director will provide information on the program to the student.

8. The Department Director will provide information on the program to the student.

9. The Department Director will provide information on the program to the student.

10. The Department Director will provide information on the program to the student.

11. The Department Director will provide information on the program to the student.

SHCP UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration (HCA) is offered through the Department of Health Services Administration and Management. The HCA Program offers a convenient and accessible opportunity for students seeking career opportunities in the health care field.

ADMISSION TO THE PROGRAM

1. Students must submit an application to the program and pay the initial application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
2. All applicants must complete a written essay as part of the application process. The essay addresses the applicant's reasons for choosing this degree and Regis University. An applicant is not admitted to Regis University until the essay has been received and evaluated positively for satisfactory writing skills.
3. The applicant must submit official transcripts from all colleges and universities attended.
4. Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
5. All prospective students must have an interview with the Department Director, or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made.
6. The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109 within one year prior to acceptance into the Program.
7. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant

or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HCA Program, the School for Health Care Professions or the University.

8. Students are admitted into the HCA Program, but may not take upper division HCA course work until the specific prerequisites of each course are met.

All documents submitted during the application process become the property of Regis University.

HCA PROGRAM POLICIES

1. A minimum of thirty (30) graded semester hours must be taken at Regis University.
2. Transfer course work is evaluated on a course-by-course basis.
3. All HCA classes are scheduled for weekends, except the internship.
4. In consultation with the Department Director, all HCA students are required to select and complete a minor in one of the following: Business Administration, Accounting, Computer Science or Economics.
5. To graduate, students must have at least a 2.000 cumulative grade point average.
6. Students are responsible for monitoring progress toward completion of degree requirements including meeting the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising assistance.
7. Students enrolled in the HCA Program must complete the Regis Health History form and provide documentation of current immunization.

HCA GENERAL PROGRESSION POLICIES

In order for progression through the Health Care Administration program to occur, students must meet the following progression policies.

1. Students must earn a grade of "C-" or better in all HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the department director. Students may repeat no more than two courses.

- Students who earn a grade below "C-" in more than two HCA courses may not progress in the program.
- If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

HCA BACCALAUREATE PROGRAM REQUIREMENTS

Total Degree Requirements 128 SH

A minimum of thirty-nine (39) semester hours of the course work must be completed before beginning the major requirements.

Core Studies Requirements 44 SH

English Composition	3 SH
Introduction to Economics	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	
Computer Literacy (HSC 250 or equivalent)	
Introduction to Statistics (MT 270 or equivalent)	
Electives	14 SH
Philosophy Elective	3 SH
PL 447--Health Care Ethics or equivalent	3 SH
Religious Studies Electives	6 SH
Social Science/Economics	9 SH

NOTE: At least one of the courses used to meet the Core Studies requirements must have a non-U.S. focus.

Prerequisites 6 SH

HCA 350--Principles of Accounting for Health Care Facilities	3 SH
HSC 310--Medical Terminology	3 SH

HCA Major Requirements 39 SH

HCA 312--Introduction to Health Care Services	3 SH
HCA 380--Professional Communication in Health Care Settings	3 SH
HCA 423--Medical Legal Concepts	3 SH
HCA 425--Quality Improvement in Health Care Settings	3 SH
HCA 428--Health Care Economics	3 SH
HCA 432--Current Topics in Health Care Leadership	3 SH
HCA 435--Management Principles in Health Care Settings	3 SH
HCA 450--Computerized Health Information Systems	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH

HCA 460--Health Statistics and Research Methods	3 SH
HCA 465--Financial Planning and Management in Health Care Settings	3 SH
HCA 480--Health Care Administration Capstone	3 SH
HCA 485--Administrative Internship	3 SH

HCA Upper Division Minor Requirements 12 SH

Twelve (12) semester hours of upper division course work selected from Accounting, Business Administration, Computer Science or Economics.

Upper Division Electives 6 SH

General Electives 21 SH

BACHELOR OF SCIENCE OR CERTIFICATE IN HEALTH INFORMATION MANAGEMENT

The Health Information Management (HIM) Program within the Department of Health Services Administration and Management is the only program of its kind offered in the Rocky Mountain region. The HIM Program is fully accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in cooperation with the Council on Accreditation of the American Health Information Management Association (AHIMA).

The HIM Program provides a convenient and accessible educational opportunity to students seeking new career opportunities. The program combines liberal arts, basic sciences, business and professional courses, with an emphasis on developing management skills and applying those skills in a variety of health information settings. The minor in Health Care Administration offers students a unique multi-disciplinary learning experience by joining HIM students with students from other health care disciplines in a combined classroom setting.

The health information professional is an integral member of the health care team, providing comprehensive information and information systems for patient care, administrative planning, professional education and research.

ADMISSION TO THE PROGRAM

- Students must submit an application to the program and pay the initial application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.

2. All applicants complete a written essay as part of the application process. The essay addresses the applicant's strengths, weaknesses and career goals. An applicant is not admitted to Regis University until the essay has been received and evaluated positively for satisfactory writing skills.
3. The applicant submits official transcripts from all colleges and universities attended.
4. Transfer students must have a minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
5. All prospective students must have an interview with the Department Director, or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made.
6. The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete the ELS Language Center's level 109 within one year prior to acceptance into the Program.
7. Regis University reserves the right to deny admission, continued enrollment or reenrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the HIM Program, the School for Health Care Professions or the University.
8. Students are admitted into the HIM Program, but may not take upper division HIM course work until the specific prerequisites of each course are met.

All documents submitted during the application process become the property of Regis University.

HIM PROGRAM POLICIES

1. HIM applicants may challenge (by exam) any junior-level professional course (HSC 310 through HIM 351) for which a challenge examination is available.
2. A minimum of thirty (30) graded semester hours must be taken at Regis University.
3. HIM students with a prior baccalaureate degree may choose the HIM Certificate option. Completion of courses in this option qualifies students to take the national registration examination.
4. All HIM classes are scheduled for weekends, except the directed practice and management practicum.

5. A minor in Health Care in Administration is required for degree-seeking students. An emphasis in Health Care Administration is required for the completion of the certificate option.
6. To graduate, students must have at least a 2.000 cumulative grade point average.
7. Students are responsible for monitoring progress toward completion of degree requirements including the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising and assistance.
8. Students enrolled in the HIM Program must complete the Regis Health History form and provide documentation of current immunization.

HIM GENERAL PROGRESSION POLICIES

In order for progression through the Health Information Management program to occur, students must meet the following progression policies.

1. Students must earn a grade of "C-" or better in all HIM and HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the department director. Students may repeat no more than two courses.
2. Students who earn a grade below "C-" in more than two HIM or HCA courses may not progress in the program.
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

HIM BACCALAUREATE PROGRAM REQUIREMENTS

<i>Total Degree Requirements</i>	128 SH
<i>Core Studies Requirements</i>	44 SH
English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	14 SH
BL 244--Anatomy and Physiology I	
BL 245--Anatomy and Physiology Laboratory I	
BL 246--Anatomy and Physiology II	
BL 247--Anatomy and Physiology Laboratory II	

Computer Literacy (HSC 250 or equivalent)	
Introduction to Statistics (MT 270 or equivalent)	
Philosophy Elective	3 SH
PL 447--Health Care Ethics or equivalent	3 SH
Religious Studies Electives	6 SH
Social Science/Economics/Business	12 SH

NOTE: At least one of the courses used to meet the above requirements must have a non-U.S. focus.

Business/Computer Science Electives 6 SH

Upper Division Business/Computer Science Electives 6 SH

Departmental Requirement 3 SH

HSC 310--Medical Terminology 3 SH

Professional Requirements 40 SH

NOTE: HIM students take cross-listed courses with the HIM prefix.

HIM 312--Introduction to Health Care Services	3 SH
HIM 313--Introduction to Health Information Management	3 SH
HIM 320--Fundamentals of Human Disease	3 SH
HIM 350--Disease Classification/Reimbursement Systems I	3 SH
HIM 351--Disease Classification/Reimbursement Systems II	3 SH
HIM 385--Directed Practice	2-3 SH
HIM 423--Medical Legal Concepts	3 SH
HIM 425--Quality Improvement in Health Care Settings	3 SH
HIM 432--Current Topics in Health Care Leadership	3 SH
HIM 450--Computerized Health Information Systems	3 SH
HIM 455--Health Information Resource Management	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HIM 480--Administration of Health Information Management Services	3 SH
HIM 485--Management Practicum	2-3 SH

HCA Minor Requirements 12 SH

HCA 428--Health Care Economics	3 SH
HCA 435--Management Principles in Health Care Settings	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 465--Financial Planning and Management in Health Care Settings	3 SH

General Electives 23 SH

HIM CERTIFICATE CURRICULUM

Total Certificate Requirements 66 SH

Departmental Requirements 17 SH

BL 244--Anatomy and Physiology I	3 SH
BL 245--Anatomy and Physiology Laboratory I	1 SH
BL 246--Anatomy and Physiology II	3 SH
BL 247--Anatomy and Physiology Laboratory II	1 SH
Computer Literacy (HSC 250 or equivalent)	3 SH
HSC 310--Medical Terminology	3 SH
MT 270--Introduction to Statistics or equivalent	3 SH

Professional Requirements 40 SH

NOTE: HIM students take cross-listed courses with the HIM prefix.

HIM 312--Introduction to Health Care Services	3 SH
HIM 313--Introduction to Health Information Management	3 SH
HIM 320--Fundamentals of Human Disease	3 SH
HIM 350--Disease Classification/Reimbursement Systems I	3 SH
HIM 351--Disease Classification/Reimbursement Systems II	3 SH
HIM 385--Directed Practice	2-3 SH
HIM 423--Medical Legal Concepts	3 SH
HIM 425--Quality Improvement in Health Care Settings	3 SH
HIM 432--Current Topics in Health Care Leadership	3 SH
HIM 450--Computerized Health Information Systems	3 SH
HIM 455--Health Information Resource Management	3 SH
HIM 460--Health Statistics and Research Methods	3 SH
HIM 480--Administration of Health Information Management Services	3 SH
HIM 485--Management Practicum	2-3 SH

HCA Emphasis Requirements 9 SH

HCA 435--Management Principles in Health Care Settings	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 465--Financial Planning and Management in Health Care Settings	3 SH

BACHELOR OF SCIENCE IN MEDICAL IMAGING MANAGEMENT

The Bachelor of Science in Medical Imaging Management (MIM) with a minor in Health Care Administration, offered through the Department of Health Services Administration and Management, is the only program of its kind offered in the Rocky Mountain region. The MIM Program offers a convenient and accessible educational opportunity to the radiologic technologist seeking new career opportunities within the health care field. The MIM major is designed as a completion program for the technologist who is currently registered and in good standing with the American Registry of Radiologic Technologists.

ADMISSION TO THE PROGRAM

1. Students must be currently registered and in good standing with the American Registry of Radiologic Technologists.
2. Students must submit an application to the program and pay the initial application fee. The application fee is waived for students accepted in transfer from Regis College or the School for Professional Studies.
3. All applicants complete a written essay as part of the application process. The essay addresses the applicant's reasons for choosing this degree and Regis University. An applicant is not admitted to Regis University until the essay has been received and evaluated positively for satisfactory writing skills.
4. The applicant submits official transcripts from all colleges and universities attended.
5. Transfer students must have minimum 2.000 cumulative grade point average. Students who do not meet this criterion may petition for special admission.
6. All prospective students must have an interview with the Department Director, or designee, prior to acceptance into the program. If long distances are involved, alternative arrangements may be made.
7. The applicant must demonstrate a minimum competence level in written English. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109 within one year prior to acceptance in the Program.

8. Regis University reserves the right to deny admission, continued enrollment or reenrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the MIM Program, the School for Health Care Professions or the University.
9. Students are admitted to the MIM Program, but may not take upper division MIM course work until the specific prerequisites of each course are met.

All documents submitted during the application process become the property of Regis University.

MIM PROGRAM POLICIES

1. A minimum of thirty (30) graded semester hours must be taken at Regis University.
2. Transfer course work is evaluated on a course-by-course basis.
3. All MIM classes are scheduled for weekends, with the exception of the clinical observation included in MI 463.
4. All MIM students are required to complete a minor in Health Care Administration.
5. To graduate, students must have at least a 2.000 cumulative grade point average.
6. Students are responsible for monitoring progress toward completion of degree requirements including the 128 semester hour requirement. Each student is assigned a faculty advisor for academic advising and assistance.
7. Students enrolled in the MIM Program must complete the Regis Health History form and provide documentation of current immunization.
8. Students receive 44 credits for successfully completing a two-year radiologic technology program accredited by the Joint Review Committee on Education in Radiologic Technology. Additionally, student must be registered and in good standing with the American Registry of Radiologic Technologists. The 44 hours will be awarded after the student completes twelve (12) semester hours in the MIM program.

MIM GENERAL PROGRESSION POLICIES

In order for progression through the Medical Imaging Management program to occur, students must meet the following progression policies.

1. Students must earn a grade of "C-" or better in all MIM and HCA courses. Failure to do so necessitates repeating the course. A course may be repeated one time only with faculty recommendation and the approval of the department director. Students may repeat no more than two courses.
2. Students who earn a grade below "C-" in more than two MIM or HCA courses may not progress in the program.
3. If a student has been granted one or more grades of Incomplete in a given academic period, any request for a grade of Incomplete in any subsequent academic period must be authorized by the student's academic advisor prior to a written request for Incomplete to the instructor(s).

MIM BACCALAUREATE PROGRAM REQUIREMENTS

Total Degree Requirements 128 SH

MIM Certification Requirements 44 SH

Core Studies Requirements * 36 SH

English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Natural Science/Mathematics/Computer Science	6 SH
Computer Literacy (HSC 250 or equivalent)	
MT 270--Introduction to Statistics (or equivalent)	
Philosophy Elective	3 SH
PL 447--Health Care Ethics or equivalent	3 SH
Religious Studies Electives	6 SH
Social Science/Economics/Business	12 SH

NOTE: At least one of the courses used to meet the above requirements must have a non-U.S. focus.

- * The full SHCP Core is 44 SH and requires 14 SH of Science. For MIM students, 8 SH are considered met as part of transfer credit for radiologic technology preparation.

Upper Division General Electives 6 SH

MIM Professional Requirements 24 SH

MI 312--Introduction to Health Care Services	3 SH
MI 423--Medical Legal Concepts	3 SH
MI 425--Quality Improvement in Health Care Settings	3 SH
MI 432--Current Topics in Health Care Leadership	3 SH
MI 450--Computerized Health Information Systems	3 SH
MI 460--Health Statistics and Research Methods	3 SH
MI 463--Imaging Modalities	3 SH

MI 480--Management of Medical Imaging Services 3 SH

HCA Minor Requirements 18 SH

HCA 350--Principles of Accounting in Health Care Settings	3 SH
HCA 380--Professional Communication in Health Care Settings	3 SH
HCA 428--Health Care Economics	3 SH
HCA 435--Management Principles in Health Care Settings	3 SH
HCA 452--Human Resource Management in Health Care Settings	3 SH
HCA 465--Financial Planning and Management in Health Care Settings	3 SH

THE DEPARTMENT OF NURSING

The Department of Nursing is comprised of the Undergraduate Program in Nursing and the Graduate Program in Nursing. The Undergraduate Program in Nursing provides the broad foundation in the sciences and humanities necessary for preparing professional nurses as generalists. The Graduate Program in Nursing builds upon this preparation and upon a broad base of experience as the graduate student develops the role of specialist. The graduate program emphasizes systematic inquiry; interpretation, application and empirical testing of theory; and analysis of sociopolitical, economic, and technological issues that affect clients, health care, the nursing profession and society.

GOALS OF THE DEPARTMENT OF NURSING

Inspired by the Regis University vision of "leadership in the service of others," the goals of the Department of Nursing are to:

1. Provide a learning environment that is individualized, innovative, supportive and motivating to students.
2. Foster a holistic, values-centered approach to learning that integrates liberal arts and professional nursing education.
3. Encourage meaningful interaction between faculty and students that enhances intellectual growth and professional development.
4. Promote intellectual curiosity, critical thinking and a commitment to life-long learning.
5. Develop professional nursing competency based upon respect and caring for all individuals.

6. Foster the development of written and oral communication skills that are fundamental to the mission.
7. Support opportunities for faculty and students to contribute to the profession and community.

BACHELOR OF SCIENCE IN NURSING

Within the framework of the mission and goals of the University, the Undergraduate Program in Nursing has as its dominant focus a holistic, individualized and humanistic approach to the individual, family and community. The curriculum is organized to focus on the nature of the nurse's role and the nature of nursing practice within the health care system. Upon successful completion of the Undergraduate Program in Nursing, each graduate receives the Bachelor of Science in Nursing (BSN) degree, which prepares students for professional practice in a variety of health care agencies and for graduate study. Graduates are eligible to take the state board licensure examination in any state.

The Traditional Undergraduate Nursing Program extends over four academic years. The upper division nursing courses are based on the humanities, behavioral science and natural science courses taken in the freshman and sophomore years. Because the nursing curriculum is structured sequentially, failure to complete a course successfully may require students to wait a full year to repeat course work and reenter the sequence.

BSN PROGRAM REQUIREMENTS

Total Degree Requirements 128 SH

Core Studies Requirements 21 SH

English Composition	3 SH
Literature/Humanities/Oral and Written Communication	3 SH
Philosophy (one course in Health Care Ethics recommended)	6 SH
Religious Studies	6 SH
Social Science/Economics/Business	3 SH

*Departmental Requirements ** 31 SH

BL 244--Human Anatomy and Physiology I	3 SH
BL 245--Human Anatomy and Physiology Laboratory I	1 SH
BL 246--Human Anatomy and Physiology II	3 SH
BL 247--Human Anatomy and Physiology Laboratory II	1 SH

BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Microbiology Laboratory	1 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
MT 270--Introduction to Statistics (MT 272--Statistics for the Social Sciences, may be substituted.)	3 SH
PY 250--General Psychology	3 SH
PY 459--Developmental Psychology: Child	3 SH
SO 200--Introduction to Sociology	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH

- * The courses in the Departmental Requirements also meet the School for Health Care Professions Core Studies Requirements. A grade of "C" (2.000) or higher is required for all Departmental prerequisites, upper division electives, and Nursing major requirement courses.

Major Requirements 57 SH

NR 415--Health Assessment	3 SH
NR 416--Health Promotion and Disease Prevention Across the Lifespan	7 SH
NR 417--Nursing Seminar I: Student as Individual	2 SH
NR 418--Context of Professional Nursing I: Preparation for Practice	3 SH
NR 426--Professional Nursing Practice I	6 SH
NR 427--Nursing Seminar II: Interaction of Student with Client and Family	1 SH
NR 428--Acute and Chronic Illness Across the Lifespan I	5 SH
NR 439--Pharmacology	3 SH
NR 456--Professional Nursing Practice II	6 SH
NR 457--Nursing Seminar III: Interactions of the Student with the Community	1 SH
NR 458--Acute and Chronic Illness Across the Lifespan II	5 SH
NR 466--Nursing in Society	5 SH
NR 467--Nursing Seminar IV: Development of the Student as a Member of the Profession	3 SH
NR 468--Context of Professional Nursing II: Leadership and Management	3 SH
NR 485--Advanced Practicum	4 SH

Upper Division Electives 6 SH

General Electives 13 SH

NOTE: One course in the Core Studies or in the general electives must have a non-U.S. focus.

SAMPLE SCHEDULE FOR TRADITIONAL OPTION

FRESHMAN YEAR 34 SH

CCS 200--Freshman Seminar (transfer students take EN 203--Intermediate Composition)	3 SH
CH 206A--Chemistry for Health Related Sciences	3 SH
CH 207A--Chemistry for Health Related Sciences Laboratory	1 SH
EC 200--Introduction to the American Economy	3 SH
Literature/Humanities	3 SH
Philosophy	3 SH
PY 250--General Psychology	3 SH
Religious Studies	3 SH
SO 200--Introduction to Sociology	3 SH
General Electives	9 SH

SOPHOMORE YEAR 34 SH

BL 244--Human Anatomy and Physiology I	3 SH
BL 245--Human Anatomy and Physiology Laboratory I	1 SH
BL 246--Human Anatomy and Physiology II	3 SH
BL 247--Human Anatomy and Physiology Laboratory II	1 SH
BL 254--Introduction to Medical Microbiology	3 SH
BL 255--Introduction to Medical Microbiology Laboratory	1 SH
MT 270--Introduction to Statistics	3 SH
NR 350--Normal and Therapeutic Nutrition	3 SH
Philosophy (PL 447 recommended)	3 SH
PY 459--Developmental Psychology: Child	3 SH
Religious Studies	3 SH
General Electives	4 SH
Upper Division General Electives	3 SH

JUNIOR YEAR 30 SH

Fall Semester 15 SH

NR 416--Health Promotion and Disease Prevention Across the Lifespan	7 SH
NR 415--Health Assessment	3 SH
NR 418--Context of Professional Nursing I: Preparation for Practice	3 SH
NR 417--Nursing Seminar I: Student as Individual	2 SH

Spring Semester 15 SH

NR 428--Acute and Chronic Illness Across the Lifespan I	5 SH
NR 426--Professional Nursing Practice I	6 SH
NR 427--Nursing Seminar II: Interaction of Student with Client and Family	1 SH
NR 439--Pharmacology	3 SH

SENIOR YEAR 30 SH

Fall Semester 15 SH

NR 458--Acute and Chronic Illness Across the Lifespan II	5 SH
NR 456--Professional Nursing Practice II	6 SH
NR 457--Nursing Seminar III: Interactions of Student with the Community	1 SH
Upper Division General Elective	3 SH

Spring Semester 15 SH

NR 468--Context of Professional Nursing II: Leadership and Management	3 SH
NR 466--Nursing in Society	5 SH
NR 485--Advanced Practicum	4 SH
NR 467--Nursing Seminar IV: Development of the Student as a Member of the Profession	3 SH

NOTE: Students in the Accelerated Option must meet the prerequisite requirements, the Core Studies requirements and the nursing course requirements, but their schedule differs.

ACCELERATED OPTION

The Accelerated Option is designed to meet the needs of individuals who wish to make a career change. Students in the Accelerated Option complete their nursing course work in twelve (12) months. To be accepted into this Option, students must have a previously earned baccalaureate degree and have met the criteria for acceptance into the Undergraduate Program in Nursing, including completion of all necessary prerequisites. Because the Accelerated Option is intense and fast-paced, it is strongly recommended that students in the Option not be employed.

RN-TO-BSN DEGREE COMPLETION OPTION

To be accepted into the Undergraduate Nursing Program for BSN degree completion, the Registered Nurse (RN) must be licensed to practice nursing. One year of experience in practice as a Registered Nurse is recommended. The length of time to complete the Bachelor of Science in Nursing degree depends upon the academic background of the individual RN student.

In 1983, the Department of Nursing established a separate track for registered nurses so that required nursing course work could be completed within three extended semesters on an every-other-weekend schedule. This weekend schedule is designed in concentrated time blocks suited to the working adult.

A one-evening-per-week schedule permits RNs to complete the nursing requirements in approximately twenty-two (22)

months. Course work may be completed at the Regis University Lowell Campus and at the Colorado Springs Campus. Periodically, the RN-to-BSN Option is offered on-site at area health care facilities. Special tuition rates are available for RN-to-BSN Option students.

The RN must complete all requirements for the Bachelor of Science in Nursing degree through enrollment in Regis University classes, transfer credits or examination. The University grants credit by examination to individuals who have developed college-level knowledge outside the formal classroom situation and can successfully demonstrate that knowledge.

Three types of examinations are offered:

- First, RN students may challenge selected freshman and sophomore courses by taking the College Level Examination Program (CLEP) tests or Defense Activity for Non-Traditional Education Support (DANTES) tests.
- Second, students may take the National League for Nursing (NLN) exams to earn credit in anatomy and physiology, microbiology and nutrition.
- Third, components of the nursing curriculum (up to 30 semester hours credit) may be challenged by taking the Nursing Mobility Profile II examinations. These nursing challenge examinations are no longer necessary for all students.

The Department of Nursing fully supports the Colorado Nursing Articulation Model. This model permits nurses who are graduates of associate degree in nursing or diploma programs to enter the program without testing to verify prior knowledge. Certain restrictions do apply and applicants are advised to consult the RN-to-BSN Admissions Counselor.

Although the courses and sequences for RN students differ from those sequences followed by four-year nursing students, all Regis University nursing students must meet the same objectives and requirements to earn the Bachelor of Science in Nursing degree.

SAMPLE SCHEDULE FOR RN-TO-BSN OPTION

30 SH

NR 415--Health Assessment	3 SH
NR 444--Professional Roles: Exploration and Transition	3 SH
NR 448--Acute and Chronic Illness for RNs	3 SH
NR 455--Health Care Concepts	3 SH
NR 460--Nursing Research	3 SH
NR 466R--Nursing in Society for RNs	3 SH
NR 478--Practicum for RNs	3 SH
NR 480R--Nursing Leadership/Management for RNs	3 SH
NR 485R--Advanced Practicum for RNs	3 SH

PL 447--Health Care Ethics (recommended
Philosophy course)

3 SH

SCHOOL NURSE CERTIFICATION

Certification as a school nurse is available through the Department. Students interested in this certification should discuss requirements with their Academic Advisor. The School Nurse Seminar is not offered every year. Therefore, students seeking this certification must work closely with their Academic Advisor.

NURSING DEPARTMENT POLICIES

The admission policies detailed in the following section apply to freshmen, readmitted students and to transfer students in the Undergraduate Nursing Program.

CRITERIA FOR ACCEPTANCE INTO THE UNDERGRADUATE PROGRAM IN NURSING (TRADITIONAL AND ACCELERATED OPTIONS)

Students who declare Nursing as a major when entering Regis University are assigned an Academic Advisor from the nursing faculty and follow the School for Health Care Professions Core Studies requirements. Nursing majors are eligible to take Freshman Seminar (CCS 200) and Sophomore Seminar (CCS 300), both with a health care focus. Usually, during the first two years, students complete prerequisite course work. Clinical courses begin during the junior year; however, students declaring Undergraduate Nursing as a major are not guaranteed acceptance into the junior year of the Undergraduate Program in Nursing.

All applicants for admission are reviewed by the Nursing Admission, Progression, and Retention Committee. Students who meet the following criteria are considered for acceptance into the Undergraduate Program in Nursing (Traditional or Accelerated Options):

1. A grade of "C-" (1.670) or better in all transfer prerequisite courses required for the major in Nursing.
2. A minimum cumulative grade point average of 2.500 on a 4.000 scale.
3. Ability to meet the physical, psychological and emotional standards established by the Colorado Nurse Practice Act and the State Board of Nursing.
4. Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language

Center's level 109 within one year prior to acceptance into the Program.

5. The ability to become certified in CPR.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions or the University.

A complete physical examination record indicating that the student is physically able to meet the objectives of the Undergraduate Program in Nursing, is appropriately immunized and free of communicable disease is required upon admission to the Undergraduate Program. Students who have been accepted into the Program must have received the first two of three injections that provide immunization against hepatitis prior to clinical activities, which begin early in the first semester of the Junior year. The third injection must be received at the appropriate time during the junior year.

CRITERIA FOR ACCEPTANCE INTO THE UNDERGRADUATE PROGRAM IN NURSING (RN-TO-BSN DEGREE COMPLETION OPTION)

In accordance with the Colorado Nursing Articulation Model of 1991, applicants must be Registered Nurses (RN) with current Colorado licensure. Work experience as an RN prior to enrollment is highly recommended. RNs from associate degree in nursing or diploma programs may now articulate into the RN-to-BSN Degree Completion Option without testing of prior nursing knowledge. (Students should refer to the Articulation Model brochure, available from the Department of Nursing, for restrictions that may apply.)

Transfer students, whether licensed or unlicensed, who graduated from a nursing program more than three years prior to admission must have a minimum of 1,000 hours of nursing work experience in the last three years or have successfully completed a Colorado Council on Nursing Education (CCNE) approved refresher course.

Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions, or the University.

All applicants for admission are reviewed by the Nursing Admission, Progression, and Retention Committee. Students who meet the following criteria are considered for

acceptance into the Undergraduate Program in Nursing (RN to BSN Option):

1. Preliminary evaluation of transcripts. Credits are accepted in transfer with a grade of "C-" or better from regionally accredited schools as well as from approved testing programs (CLEP, DANTES, NLN) in accordance with established Regis University policies. The Department of Nursing Undergraduate Program requires a grade of "C" (2.000) or higher in all Departmental prerequisites, upper division electives and nursing major requirement courses.
2. Submission of completed application with application fee.
3. Receipt of official transcripts from each school attended.
4. Minimum competence levels in both written English and computation skills. Students with English as a second language are required to pass the TOEFL examination with a minimum score of 550 (paper-based) or 213 (computer-based), or complete an ELS Language Center's level 109 within one year prior to acceptance in the Program.

GENERAL PROGRESSION POLICIES IN THE UNDERGRADUATE PROGRAM IN NURSING

In order for progression through the Undergraduate Program in Nursing to occur, students must, in the judgment of the faculty, demonstrate the following:

1. Achievement of a grade of "C" or better in each of the Nursing courses. (A grade of "C-" is not acceptable.)
2. Adequate emotional and physical fitness for the nursing skills to be performed.
3. Communication skills adequate for the demands of nursing.

Students who fail a nursing course:

1. May be allowed to repeat a nursing course one time only with faculty recommendation and the approval of the Admissions, Progression and Retention (APR) Committee and the Department of Nursing Director.
2. May progress to another course provided they are not on provisional status, if the failed course is not a prerequisite course, and if they have faculty recommendation and the approval of the APR Committee and the Department of Nursing Director.

Students may not progress in the Undergraduate Program in Nursing after two nursing course failures.

SHCP GRADUATE PROGRAMS

MASTER OF SCIENCE IN NURSING

PROGRAM DESCRIPTION

THE MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing (MSN) Program prepares graduates for a role in Leadership in Health Care Systems, or as a Perinatal Nurse Practitioner or a Family Nurse Practitioner. The curriculum for the various emphases consists of three major areas: the Core, the emphasis and supporting course work. The Core incorporates the major focus of a Master of Science in Nursing (MSN) degree including theoretical frameworks, ethics, health care, policy and research in nursing. All graduate nursing students take these Core courses. Students are also required to do either a master's thesis or a master's project. Students are prepared at the graduate level as expert practitioners, teachers, leaders/managers and investigators.

LEADERSHIP IN HEALTH CARE SYSTEMS EMPHASIS

Leadership in Health Care Systems emphasis students are prepared for leadership/management and case management roles within health care and take course work in administration, health economics, human resource management, issues surrounding nursing and health care, and concepts relevant to the practice of nursing and health administration. Supporting courses include two courses from the Master of Business Administration (MBA) Program at Regis University -- accounting and financial management. A practicum is required to allow students to apply theory to practice and to study the organization, nursing service and nursing role in administration directly. The Leadership in Health Care Systems emphasis is offered in an every-other-weekend intensive format to accommodate working registered nurses from throughout Colorado and neighboring states.

PERINATAL NURSE PRACTITIONER (PNNP) EMPHASIS

The Perinatal Nurse Practitioner emphasis (PNNP) prepares students for an advanced clinical practice role focused on the assessment and management of low to high risk perinatal families. From this course of study students gain

in-depth knowledge of professional role development for advanced practice, psychosocial theory, advanced pathophysiology, and pharmacology, contemporary perinatal care, family dynamics, and cultural and spiritual issues. Critical decision making and skills related to management and intervention of low and high risk perinatal families is emphasized. The PNNP emphasis is offered in at combined on campus and distance format that utilizes video and internet technology. Both local students and students at a distance come together once each semester for an intensive on-campus experience.

FAMILY NURSE PRACTITIONER (FNP) EMPHASIS

The Family Nurse Practitioner (FNP) emphasis prepares nurses to deliver primary health care to families across the life span. The curriculum focuses on health promotion, disease prevention and management of acute and chronic illness and injury. The curriculum is designed to develop critical thinking ability, creativity and clinical expertise in competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and applicable American Nurses Association (ANA) documents. Clinical experiences are offered in a variety of health care settings in both urban and rural communities. The FNP emphasis is offered in an every-other-weekend intensive format that also includes some weekday courses to maximize use of clinical facilities and preceptors.

SPECIAL EDUCATIONAL OPTIONS FOR NURSE PRACTITIONERS

Building on the well-established Master of Science in Nursing (MSN) Program, the Department of Nursing has expanded its offerings to enable nurses with specialized needs to meet their educational goals. These offerings include the following:

1. Post-Master's Certificate for nurses who have an MSN and want to become nurse practitioners.
2. MSN Articulation for nurse practitioners without an MSN who have a non-Family Nurse Practitioner (FNP) emphasis and wish to earn an MSN with an FNP emphasis.
3. MSN Completion for nurse practitioners who want to complete an MSN degree but who do not want to complete an additional clinical specialty.

ADMISSION

CRITERIA FOR ADMISSION INTO THE FAMILY NURSE PRACTITIONER (FNP) LEADERSHIP IN HEALTH CARE SYSTEMS, AND PERINATAL NURSE PRACTITIONER (PNNP) EMPHASES

Admission to the MSN Program is based on individual evaluation in accordance with the following admission requirements:

- A nursing baccalaureate degree from a nationally accredited program.
- A minimum undergraduate cumulative grade point average of 2.750 on a 4.000 scale.
- A grade of "C" or better in all undergraduate nursing courses. (A grade of "C-" is not acceptable.)
- Three recommendations from professional persons knowledgeable about the applicant's academic, professional and leadership potential.
- A satisfactory score on the Miller Analogies Test (MAT).
- Evidence of eligibility for Colorado licensure.
- Two years of clinical practice as a registered nurse. PNNP applicants must have two (2) years of maternity nursing experience; experience in a tertiary setting is preferred.
- A grade of "C" or better in an introductory course in statistics that includes inferential as well as descriptive statistics. (A grade of "C-" is not acceptable.) This course may be taken after admission, but must be taken before NR 602--Research in Nursing.
- A one page essay describing how graduate education will impact the applicant's practice.

CRITERIA FOR ADMISSION INTO THE MSN COMPLETION OPTION

- Ability to meet current MSN admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in the nurse practitioner specialty.

CRITERIA FOR ADMISSION INTO THE MSN ARTICULATION OPTION

- Ability to meet current MSN admission requirements.
- National certification in a nurse practitioner specialty.
- Recent clinical experience in nurse practitioner specialty.
- Credit evaluation interview to determine courses needed to complete MSN (Plan of Study determined on an individual basis).

CRITERIA FOR ADMISSION INTO THE POST-MASTER'S CERTIFICATE

- Master's degree in nursing (or equivalent) from an NLNAC or AACN-CCNE accredited school.
- Minimum 2 years work experience in nursing. For PNNP emphasis -- 2 years recent maternity nursing experience.
- Current Colorado licensure or evidence of eligibility for Colorado licensure.
- Minimum of 3.000 GPA in previous Master's program.
- Three letters of recommendation.
- Essay describing professional goals.

NOTE: All documents submitted during the application process become the property of Regis University.

ADMISSION ON PROBATION

Students who show promise for the program, but who do not meet all admission criteria, may be admitted on a probationary basis. Under the probationary status, students must attain a grade of "B" or better on the first nine (9) hours of graduate course work. (A grade of "B-" is not acceptable.) Successful completion of the first nine (9) hours of course work with a 3.000 average removes the probationary status and entitles students to good academic standing.

CONDITIONAL ADMISSION

Students who appear to be in good standing, but for whom all admission materials have yet to be received, may be allowed to register for a maximum of nine (9) hours while awaiting official admission.

Regis University reserves the right to deny admission, continued enrollment or reenrollment to any applicant or

student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Nursing, the School for Health Care Professions or the University.

PROGRESSION

Candidacy for the MSN degree at Regis University requires successful completion of course requirements, a Master's thesis or Master's project, and a final oral and written comprehensive examination. The thirty-nine (39) to forty-two (42) semester hour program in Leadership in Health Care Systems, the forty-six (46) to forty-nine (49) semester hour program for the Perinatal Nurse Practitioner, and the forty-six (46) to forty-nine (49) semester hour program for the Family Nurse Practitioner may be completed in two (2) to three (3) years of full-time study. Six (6) to eleven (11) semester hours per semester constitutes full-time study. There is a five-year time limit for completion of all degree requirements. This time limit is computed from the semester in which students complete the first course that is to be applied toward the degree, whether or not the student has been officially admitted to the program. If students wish to complete the degree after the Degree Plan has expired, readmission to the program is required and a new Degree Plan must be signed.

ACADEMIC INFORMATION

WITHDRAWAL

Students may withdraw from a class with the approval of the academic advisor or the Department Director. Information regarding the last day to withdraw, is available from the Department of Nursing. Tuition refund information is available from the Student and University Accounts office.

COURSE LOAD / OVERLOAD

Master of Science in Nursing courses are sequenced for full-time study. Courses taken out of sequence may be considered overload. Anyone wishing to exceed the maximum academic load by changing course sequence must present a formal written request for overload to the Department of Nursing Director prior to registration. Ordinarily, only a student with a minimum cumulative GPA of 3.000 and no grades of incomplete is eligible to apply for an overload. The first three (3) credits of the Master's Thesis (NR 697A) are not considered overload and therefore no request is required.

STUDENT ADVISING

Students are assigned an Academic Advisor upon admission. Students and advisors sign a Degree Plan by the end of the first semester. A list of faculty available to serve on thesis committees and as project advisors is circulated to students during the project/thesis seminar offered each year following the completion of NR 602--Research in Nursing.

PROGRAM GRADE REQUIREMENTS

Grades of "A" and "B" represent superior or satisfactory progress toward the MSN degree. The grade of "C" is a passing grade in the MSN Program and counts toward graduation. It is understood to mean less-than-satisfactory achievement. A candidate is required to maintain a minimum 3.000 ("B") average, but no grades may be lower than "C," regardless of grade point average. A grade lower than "C" is not counted toward graduation, but is included in the student's cumulative grade point average. Graduate students who receive the grade "C-" or lower for a 600-level course must repeat the course.

TRANSFER OF CREDIT POLICY AND PROCEDURE

Acceptance of transfer credits is at the discretion of the Coordinator of Curriculum. Credit transfers are considered only for courses taken at regionally accredited schools and for course work for which a letter grade not less than a "B-" was earned. Additionally, the course must have been completed within the last three (3) years. All requests for transfer credits should be submitted before beginning the first graduate course. Students wishing to transfer credits into the Regis University MSN Program should forward the following to the Coordinator of Curriculum:

1. a letter stating the request
2. an official school transcript of the course work
3. a copy of the course syllabus.

After all of the material is reviewed, the Coordinator of Curriculum notifies the MSN Admissions Counselor and the student as to the decision.

ACADEMIC STANDING AND PENALTY

Probation and Suspension

Students need a minimum cumulative grade point average of 3.000 to graduate. If a student's grade point average falls below 3.000 in MSN Program course requirements, the student is placed on academic probation. Students placed on probation have one semester to raise their grade point

average to 3.000. Students who fail to raise the cumulative grade point average to 3.000 are suspended from the MSN Program. In addition, students who receive a grade of "C" in two courses at the 600-level are subject to academic review and may be suspended from the Program. Suspensions may be appealed to the Director of the Department of Nursing.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

DISCIPLINARY REVIEW PROCESS

The disciplinary review process is described in the School for Health Care Professions General Information section of this Bulletin.

GRADUATION

Application

The Graduation Application Form must be completed and signed by the student and the Academic Advisor. The signed form must be submitted, when applying for graduation, to the SHCP graduation clerk one semester prior to the semester in which the student expects to graduate. Specific application deadlines are available from the SHCP Office of the Dean. A Regis cumulative grade point average of 3.000 for graduate students is required in order to apply for graduation. Failing to apply by the deadline or falling below the required cumulative grade point average may delay graduation.

Degree Award

Students graduate the semester that all requirements are met and documentation of such is received in the SHCP Office of the Dean by the designated deadline. Incomplete grades, late application for graduation, or late receipt of transcripts of transfer credit may cause the degree to be awarded at a later date.

Financial Clearance

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Information regarding payment of charges is located in the Tuition, Fees, Room and Board Charges area in the General Information section of the Bulletin.

Attendance at Commencement Exercises

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the "Application for Graduation" of the student's intent to

participate in commencement. Graduate students are allowed to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

MSN DEGREE REQUIREMENTS

The Master of Science in Nursing (MSN) degree requires completion of a minimum of thirty-nine (39) semester hours of graduate (600-level) course work for the Leadership in Health Care Systems Emphasis, a minimum of forty-six (46) semester hours of graduate (600-level) course work for the Perinatal Nurse Practitioner Emphasis, and the Family Nurse Practitioner Emphasis. Students are also required to complete either a six (6) semester hour master's thesis or a three (3) semester hour master's project. Students are expected to maintain at least a 3.000 grade point average.

MSN PROGRAMS OF STUDY

LEADERSHIP IN HEALTH CARE SYSTEMS EMPHASIS

Total Semester Hours Required for
MSN Master's Project Option: 39 SH

Total Semester Hours Required for
MSN Thesis Option: 42 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 608--Health Care Policy	3 SH
NR 618--Case Management in Health Care	3 SH
NR 620--Health Care Structure and Dynamics	3 SH
NR 621--Advanced Management Concepts	3 SH
NR 622--Advanced Leadership Concepts	3 SH
NR 623--Leadership in Health Care Systems	
Practicum	3 SH
NR 624--Issues in Practice	3 SH
NR 696--Master's Project	3 SH
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examination, Master of	
Science in Nursing	0 SH

Cognitive

MBAN 601--Foundations of Health Care Economics,	
Accounting, and Financial Management	3 SH
MBAN 602--Applications of Health Care Economics,	
Accounting, and Financial Management	3 SH

**PERINATAL NURSE PRACTITIONER
EMPHASIS**

*Total Semester Hours Required for
MSN Master's Project Option* 46 SH

*Total Semester Hours Required for
MSN Master's Thesis Option* 49 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	4 SH
NR 608--Health Care Policy	3 SH
NR 629--Fetal Evaluation	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 631--Women's Health and Pregnancy	4 SH
NR 632--Contemporary Perinatal Care	5 SH
NR 635--Clinical Integration for the Low to High Risk Perinatal Family	6 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
NR 696--Master's Project	3 SH
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examination, Master of Science in Nursing	0 SH

FAMILY NURSE PRACTITIONER EMPHASIS

*Total Semester Hours Required for
MSN Master's Project Option* 46 SH

*Total Semester Hours Required for
MSN Master's Thesis Option* 49 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	4 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
NR 642--Primary Health Care of Children and Their Families	5 SH
NR 643--Primary Health Care of Adults and Their Families I	5 SH
NR 644--Primary Health Care of Adults and Their Families II	3 SH
NR 645--Clinical Integration Practicum	5 SH

NR 696--Master's Project	3 SH
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examination Master of Science in Nursing	0 SH

**MSN COMPLETION FOR CERTIFIED NURSE
PRACTITIONER**

The MSN Completion is designed for certified nurse practitioners who wish to earn an MSN degree without changing clinical specialty.

*Total Semester Hours Required for
MSN Completion for Certified Nurse
Practitioners Option* 37-43* SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	4 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
NR 655--Transitions in Nursing Practice	3 SH

Credit awarded based on previous education,
experience and National Certification 6-12 SH

NR 696--Master's Project	3 SH
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examinations, Master of Science in Nursing	0 SH

* A minimum of 30 SH graduate credit must be completed at Regis University.

**MSN ARTICULATION FOR NURSE
PRACTITIONER**

The MSN Articulation allows nurse practitioners without an MSN who have a non-FNP clinical emphasis to pursue an MSN degree with an FNP or PNNP emphasis.

The option is designed to provide variable academic credit based on previous nurse practitioner education, national professional certification as a nurse practitioner, and recent clinical practice in a specific nurse practitioner clinical specialty.

**Total Semester Hours Required for MSN
Completion for Nurse Practitioners
(Articulation)**

*46-49 SH

NR 601--Theoretical Frameworks	3 SH
NR 602--Research in Nursing	3 SH
NR 604--Ethics and Society	3 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	4 SH
NR 608--Health Care Policy	3 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH

FNP Emphasis Courses 10-15 SH

Credit awarded based on previous education,
experience and national certification. 3-8 SH

NR 696--Master's Project	3 SH
or	
NR 697A--Master's Thesis I	3 SH
and	
NR 697B--Master's Thesis II	3 SH
NR 699--Comprehensive Examinations, Master of Science in Nursing	0 SH

Graduates are eligible to sit for the national family nurse practitioner certification examination.

* A minimum of 30 SH graduate credit must be completed at Regis University.

**POST-MASTER'S CERTIFICATE FOR NURSE
PRACTITIONERS**

The Post-Master's Certificate is designed for nurses who have an MSN or its equivalent in nursing and wish to become a nurse practitioner without earning a second Master's degree in Nursing.

**Total Semester Hours Required for Post-Master's
Certificate:**

PNNP	31 SH
FNP	31 SH
NR 605--Pathophysiology for Advanced Practice	3 SH
NR 607--Pharmacology for Advanced Practice	4 SH
NR 630--Advanced Health Assessment of the Family	3 SH
NR 640--Advanced Practice Roles and Concepts	3 SH
Emphasis Coursework	
PNNP	18 SH
FNP	18 SH

MASTER OF SCIENCE IN PHYSICAL THERAPY

The Department of Physical Therapy (PT) at Regis University is dedicated to providing high-quality, value-centered education, extensive in depth and breadth. It is designed to prepare graduates to practice physical therapy independently, ethically and legally with diverse populations in varied settings. The program is structured to allow learners to establish the foundation on which the graduates continue to develop as excellent clinicians, critical thinkers, decision makers, lifelong learners, contributors to the profession and community and advocates for the public welfare.

The curriculum is designed as an integrated model that stresses personal responsibility for learning through self-direction and self-assessment, interpersonal communication and group interactions skills, and essential depth in the content areas to enable graduates to be effective as direct access primary care providers. Students participate in numerous self-directed group projects that lead to presentations, and as a result, develop strong communication and group dynamic skills.

PROGRAM DESCRIPTION

The professional educational program is two calendar years in length (six semesters), with a new class starting as a group in January of each year. Upon successful completion of the program, graduates receive a Master of Science degree, which prepares them to be autonomous general practitioners equipped with the necessary tools to practice physical therapy into the 21st century. Graduation requirements include completion of a research project.

Professional practice is integrated with academic portions of the curriculum. These experiences necessitate traveling to various sites. Some of the early clinical experiences may be outside the Metro Denver area. Many of the clinical experiences late in the curriculum are out of the immediate area and often outside of Colorado. Students are responsible for all additional expenses related to their clinical experiences including, but not limited to, transportation, room and board and any uniforms required by the individual facilities.

The curriculum is designed in a Core curriculum format with each student taking all courses within the time line described in the program of study. Second year students interested in further study of a particular area are encouraged to take up to three independent studies (one per semester) arranged individually with a Department of Physical Therapy faculty member.

ADMISSION

All applicants are reviewed by the Physical Therapy Admission Committee. At the discretion of the Committee, other faculty may be consulted. If students meet the following criteria to the satisfaction of the Department of Physical Therapy, they are considered for acceptance into the graduate program and are invited for a personal interview.

1. To be considered for admission, an applicant must meet the following minimum standards:

- Completion of a baccalaureate degree (BA or BS) with a major in a field other than Physical Therapy from an accredited institution of higher education.
- Minimum of a grade of "B-" in each prerequisite course preferred (further details are listed under the "Admissions Prerequisites" heading in this section).
- Demonstration of an undergraduate cumulative grade point average of 3.000 (on a 4.000 scale) preferred.
- Demonstration of familiarity with the profession of Physical Therapy
- Evidence of potential for success in graduate education.
- Evidence of potential for success as a professional in the field of Physical Therapy.

2. Applicants must also have the following information on file.

- A signed and completed application form with essay.
- Official transcripts of all academic work since high school.
- Three letters of recommendation.
- Official GRE Scores: Analytical, quantitative and verbal.
- Course record form.
- Completion of prerequisites by the December preceding the January start date.

3. Applicants are ranked for admission according to the following criteria:

- Prerequisite grade point average.
- Cumulative grade point average.

- Essay scores.
- Recommendation scores.
- GRE scores.
- Completed highly recommended courses.
- Earned baccalaureate degree from Regis University.

4. Applicants with the highest rank are invited for an interview with the members of the Faculty Planning Committee.

5. Since the number of qualified applicants exceeds available slots, the committee selects a diversified student group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank. Regis University reserves the right to deny admission, continued enrollment or re-enrollment to any applicant or student who would pose an unreasonable risk of harm to self or others, or any unreasonable risk of disruption to the academic or clinical processes of the Department of Physical Therapy, the School for Health Care Professions or the University. Also, adherence to the "Code of Ethics, Guide to Professional Conduct," and "Standards of Practice for Physical Therapy" as described by the American Physical Therapy Association shall be required of all students in the program.

All documents submitted during the application process become the property of Regis University.

ADMISSION PREREQUISITES

Prerequisite course work must be completed by the December preceding the January matriculation into the department. The biological and physical science courses must be those designed for science majors.

Human Anatomy	3 SH
Human Physiology	3 SH
General Chemistry (lectures and laboratories)	8 SH
General Physics (lectures and laboratories)	8 SH
Biomechanics (upper division)	3 SH
Motor Learning	3 SH
Psychology (developmental and abnormal psychology recommended)	6 SH
Statistics (upper division)	3 SH
English Composition or Scientific Writing (6 semester hours are preferred)	3 SH
Exercise Physiology (upper division)	3 SH

Highly Recommended Courses

Business Management
Communication/Speech
Computer Information Management
Microeconomics
Motor Control
Foreign Language

NON-DEGREE SEEKING STUDENTS

Students seeking admission as non-degree seeking special student must:

1. Provide official documentation of a baccalaureate degree and/or a Physical Therapy degree from a regionally accredited college or university when pursuing advanced study in Physical Therapy.
2. Have appropriate work experience.
3. Meet prerequisite requirements.

A maximum of nine (9) semester hours may be taken. Courses can be taken either on a Pass/No Pass or graded basis. Additional semester hours may be taken with the approval of the Department Director.

Non-degree seeking students are not eligible to receive financial aid or veteran's benefits.

Courses taken by non degree seeking special students are for academic advancement and may apply to a degree offered by the Department of Physical Therapy only if the courses are appropriate and student has approval of the Department Director.

PHYSICAL THERAPY EXPERIENCE

Students should obtain a broad exposure to the various roles and responsibilities of the practicing physical therapist and have a general understanding of the future direction of Physical Therapy as a profession. This is invaluable to success in writing the application essay and in the interview sessions. While a specific number of hours is not required, candidates are expected to have had enough experience to serve as evidence of their commitment to the career choice of Physical Therapy.

COMPUTER LITERACY

Students need an understanding of computers as computer applications are addressed in several classes. Students need computer skills by the beginning of the second semester. These skills include use of DOS; use of word processing programs such as Microsoft Word or

WordPerfect; use of spread sheets, preferably Lotus 1-2-3 or Excel; and use of data management programs such as dBase. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs at colleges, universities and neighborhood schools, or through private companies. Although evidence of course work for academic credit is not required, it is highly recommended. Narrative evidence of literacy is required if students do not have course work to justify literacy.

LIMITATIONS ON CREDIT

The Pass/No Pass option is not accepted in required courses. In addition, grades of "D" or "F" are not acceptable toward required courses.

Prerequisites taken over seven years prior to expected admission date are not accepted. Advanced level courses or repeating the introductory level course work within the seven-year limit can meet the requirements.

ACADEMIC INFORMATION

PROGRAM PROGRESSION

A student needs a minimum grade of "C+" or better in each course in order to progress in the Physical Therapy Program. If a grade of "C" or "C-" is received in any of the PT program course requirements, the student must remediate the course within the following semester in order to progress (for specifics on Remediation see remediation in this section of the *Bulletin*). Students are not allowed to participate in any clinical education rotation unless remediation for a grade of "C" or "C-" in the previous semester course is completed. It should be noted that failure to participate in a clinical education experience may limit a student's ability to continue participation in the Program with the present schedule. Since courses are offered once a year, this may necessitate stopping out until the next academic year.

In addition, students who receive a grade lower than a "C-" in a course will be suspended from the program. Program Suspension is not noted on the Official academic Transcript.

STUDENT ADVISING

A faculty Academic Advisor is assigned to all entering physical therapy students. Students and advisors sign a Degree Plan for the graduate course work by the first Friday in April of the student's first semester. Advisors counsel students on meeting requirements for the graduate program and provide guidance and support for progression through the program as necessary. Students are required to schedule regular appointments with their advisor to facilitate

ongoing dialogue and address graduation requirements throughout their graduate studies. Student advisors may or may not serve as the student's research project advisor depending on the topic of choice. Conflicts with the assigned advisor must be presented in writing to the Department Director.

REGISTRATION

Procedure

Registration is processed by the Department staff for all students.

Students who are notified of academic suspension for the previous term and who are currently in attendance in a Regis University class, may complete that class. Any additional registrations will be dropped.

Add/Drop

Students follow the add/drop policy dates published by the University Registrar for semester-long courses. Requests to drop a course require the signature of the Department Director. Students who drop a course must understand that this jeopardizes their ability to continue in the program.

ACADEMIC STANDING AND PENALTY

Students are notified of a change in academic status by a certified letter from the Department Director, but failure to provide or receive the notice does not invalidate the action taken. Probation, suspension and dismissal designations are recorded on the permanent academic record (transcript).

Academic Probation

If a student's cumulative GPA falls below a 3.000, the student will be placed on academic probation and will have one semester to raise his/her cumulative GPA to a 3.000 in order to be in good academic standing. A student on academic probation will be allowed to participate in clinical education rotation; however, a clinical faculty will be assigned to the student. Academic Probation is noted on the Official Academic Transcript.

Academic Suspension

A student will be suspended from the PT Program if he/she has failed to raise the cumulative GPA to 3.000 in a subsequent semester. In addition, a student who receives a grade of "C" or "C-" in any two PT courses at the 600-level, regardless of whether the grades are received in the same semester or not, will be academically suspended. Disputed grades may be appealed. Academic Suspension renders the student ineligible to participate in PT academic activities including academic course work, clinical course

work, and project work for a period of 12 months from the date of the end of the academic period for which the suspension applies. At the end of this suspension period, the student may apply for consideration of readmission to the Program. Academic Suspension is noted on the Official Academic Transcript.

Academic or Program Suspension Appeal/Readmission

Procedures for an Academic or Program Suspension appeal and readmission are as follows:

1. For consideration, appeals of suspension must be submitted in writing to the Department Director within thirty (30) working days of being placed on suspension. This time is measured from the date on the letter of notification of suspension. If the issue is not resolved to the student's satisfaction, the suspension may be appealed to the Dean of the School for Health Care Professions within ten (10) working days of the Director's action on the appeal. The Dean's decision regarding the appeal is final.
2. Readmission following suspension is determined on an individual basis by the Department of Physical Therapy Faculty Planning Committee based on the following criteria:
 - a. Students applying for readmission to Graduate Program in Physical Therapy must meet the criteria in effect at the time of application for readmission.
 - b. Students must present documentation indicating that the reasons for suspension have been satisfactorily.
 - c. Any student readmitted following suspension is admitted on a probationary status.
 - d. If in the Faculty Planning Committee's opinion the student is not eligible for readmission, the student is then dismissed from the program.

Readmission action after suspension is highly unusual and is only considered for exceptional circumstances.

Academic Dismissal

Academic dismissal is action taken by Regis University that renders the students ineligible to return to Regis for any program of study. For this action to be taken, students must have been suspended for academic reasons, been readmitted to the PT Program on academic probation, and subsequently received a grade of "C", "C-" or lower or failed to achieve the required cumulative grade point average of 3.000. Academic dismissal is recorded on the permanent academic record (transcript).

Academic Withdrawal

Students who choose to withdraw from the program should give written notice of this decision to the Department Director. In addition, a form must be completed by students and signed by the Department Director. Students who withdraw may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before withdrawing.
- The student returns to the program within one calendar year of withdrawing.

Students who meet these criteria must submit a written request for readmission to the Department Director. Students may be required to pass a competency exam verifying retention of previous course material. If the stated conditions are not met, students must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee readmittance.

DISCIPLINARY REVIEW PROCESS

The disciplinary review process is described in the School for Health Care Professions General Information section of this Bulletin.

REMEDICATION

A grade of "C" or "C-" for a course can be remediated. Grades of "D" or "F" for a course can not be remediated. Refer to the academic suspension section in the Bulletin for consequences. The process of remediation begins the first week of the semester following receipt of a grade of "C" or "C-". During this week, a remediation contract with input from the student and instructor is developed that outlines format, content, and evaluation method for the remediation. This contract is finalized and signed by the student, instructor, and Department Director by the end of the first week of the semester. The agreed upon remediation must be successfully completed by 12:00 noon, nine (9) days before the scheduled start of clinical experiences. Failure to successfully complete the remediation process by this time cancels the student's ability to participate in the clinical education experience. It should be noted that failure to participate in a clinical education experience may limit a student's ability to progress through the remainder of the curriculum. (Since courses are offered once a year, this may necessitate stopping out until the next academic year.) Students should refer to the progression and retention section in the Bulletin for consequences. If the initial remediation is not successful, one more remediation is allowed. If this remediation is not successful, the student is considered to have an unremediated "C" or "C-" and is suspended from the program.

An exception to this process is available during Semester VI. Remediation of unsatisfactory performance for course work in a Semester VI course begins with the contract process in the second week of clinical experiences. Participation in clinical experiences is allowed. The initial remediation attempt takes place early in the week following return from clinical experiences. Should this remediation be unsuccessful, an additional attempt is allowed. The final attempt takes place the following semester. Conferring of a degree will not take place. Should the second remediation attempt not be successful, the student will be placed on academic suspension. Students should refer to the academic suspension section of the Bulletin for consequences.

GRADUATION

Students graduate the semester that all requirements are met and documentation of such is received by the Office of the University Registrar. Incomplete grades and late application for graduation may delay graduation to a subsequent semester.

- Students must meet the following criteria to be awarded an MS degree:
- Satisfactory completion of required academic and coursework.
- Cumulative grade point average of 3.000 and a minimum grade of "C+" in each course unless a grade of "C", "C-" is successfully remediated.
- Satisfactory completion of a research project.
- Successful completion of a comprehensive examination.
- Recommendation for the degree by the faculty of the Department of Physical Therapy. Successful progression in generic abilities is considered in this recommendation.

FINANCIAL CLEARANCE

Diplomas and transcripts are not released if any financial indebtedness to Regis University exists. Information regarding payment of charges is located in the Tuition, Fees, Room and Board Charges area in the General Information section of the Bulletin.

ATTENDANCE AT COMMENCEMENT EXERCISES

Attendance at commencement exercises is encouraged. The Office of the University Registrar is notified through the

"Application for Graduation" of the student's intent to participate in commencement. Graduate students are allowed to march in commencement if they are within six (6) semester hours of completing their degree requirements. Graduates are listed in the commencement program for the commencement in which they march.

PT PROGRAM OF STUDY

TOTAL DEGREE REQUIREMENTS 82 SH

YEAR I 44 SH

Spring Semester 15 SH

PT 601--Human Anatomy/Histology	6 SH
PT 602--Human Physiology	4 SH
PT 603--Biomechanics	2 SH
PT 653--Professional Issues I	3 SH

Summer Semester 13 SH

PT 604--Neuroscience	4 SH
PT 605--Kinesiology I	2 SH
PT 610--Physical Therapy Science: Introduction to Physical Therapy Assessment	3 SH
PT 650--Scientific Inquiry	3 SH
PT 654--Professional Issues II	1 SH

Fall Semester 16 SH

PT 606--Theory of Motor Behavior	3 SH
PT 607--Kinesiology II	3 SH
PT 608--Exercise Physiology	2 SH
PT 611--Physical Therapy Science: Musculoskeletal Management I	4 SH
PT 640A--Clinical Education I A	1 SH
PT 640B--Clinical Education I B	1 SH
PT 655--Professional Issues III	2 SH

YEAR II 38 SH

Spring Semester 16 SH

PT 616--Musculoskeletal Management II	7 SH
PT 617--Neurological Management	6 SH
PT 641--Clinical Education II	1 SH
PT 656--Professional Issues IV	1 SH
PT 694--Master's Project Proposal	1 SH

Summer Semester 14 SH

PT 618--Cardiopulmonary Management	3 SH
PT 630--Health Care Delivery	2 SH
PT 631--Small Business Management	2 SH
PT 651--Psychosocial Issues in Health Care	2 SH
PT 652--Health Care Ethics and Law	1 SH

PT 642--Clinical Education III	1 SH
PT 657--Professional Issues V	1 SH
PT 696A--Master's Project I	2 SH

Fall Semester 8 SH

PT 619--Complex System Management	3 SH
PT 643--Clinical Education IV	3 SH
PT 658--Professional Issues VI	1 SH
PT 696B--Master's Project II	1 SH
PT 699--Comprehensive Exam	0 SH

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COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

AC 400A. INTERMEDIATE ACCOUNTING I (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 300A.

AC 400B. INTERMEDIATE ACCOUNTING II (3) Provides an understanding of financial accounting including theory and practice. Prerequisite: AC 400A.

AC 400C. INTERMEDIATE ACCOUNTING III (3) A continuation of AC 400A and AC 400B. This course is designed to provide students with a solid understanding of financial accounting theory and practice. Prerequisite: AC 400B.

AC 400D. ADVANCED ACCOUNTING (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400E. COST ACCOUNTING (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400F. FINANCIAL TAX ACCOUNTING (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400G. INCOME TAX ACCOUNTING (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400H. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400I. ACCOUNTING THEORY (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400J. ACCOUNTING PRINCIPLES AND PROCEDURES (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400K. INDEPENDENT STUDY IN ACCOUNTING (3) Provides an opportunity for independent study in accounting. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400L. FINANCIAL STATEMENTS (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400M. FINANCIAL STATEMENTS (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400N. FINANCIAL STATEMENTS (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

AC 400O. FINANCIAL STATEMENTS (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

ASTRONOMY (AS)

AS 100. PRINCIPLES OF ASTRONOMY (3) Provides an understanding of financial accounting including theory and practice. Students learn about assets, liabilities, equity, and the accounting cycle. Includes a study of the accounting cycle, the accounting cycle, and the accounting cycle. Prerequisite: AC 400C.

COURSE DESCRIPTIONS

The course descriptions contained in this Bulletin are based upon reasonable projections of faculty and faculty availability and appropriate curriculum considerations. The matters described are subject to changes based upon changes in circumstances upon which these projections were based and as deemed necessary by the University to fulfill its role and mission.

ACCOUNTING (AC)

AC 320A. PRINCIPLES OF ACCOUNTING I (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations.

AC 320B. PRINCIPLES OF ACCOUNTING II (3). A continuation of AC 320A. Prerequisite(s): AC 320A.

AC 410A. INTERMEDIATE ACCOUNTING I (3). Provides an in-depth study of financial accounting including theory and problems. Discusses recent developments in accounting valuation and reporting practices promulgated by the leading accounting organizations. Emphasizes assets, liabilities, shareholders equity, income determination and preparation and analysis of financial statements. Prerequisite(s): AC 320B.

AC 410B. INTERMEDIATE ACCOUNTING II (3). Provides an in-depth study of financial accounting topics, including theory and problems. Prerequisite(s): AC 410A.

AC 410C. INTERMEDIATE ACCOUNTING III (3). A continuation of AC 410A and 410B, going beyond preparation and analysis of financial statements. Focuses on accounting for pensions, accounting for leases, statement of cash flows, full disclosure of accounting transactions and reporting accounting information in light of changing price levels (inflation, deflation, replacement cost, fluctuating dollar, etc.). Prerequisite(s): AC 410B.

AC 420. ADVANCED ACCOUNTING (3). Accounting principles and procedures as applied to special areas including partnerships, corporate liquidations, estates and trusts, foreign currency accounting, segment accounting, installment sales and consignments and home office and branch operations. Prerequisite(s): AC 410C.

AC 440. COST ACCOUNTING (3). Provides an in-depth study of cost and management accounting procedures and techniques. Emphasizes current topics from CPA examinations. Prerequisite(s): AC 320B.

AC 450A. INCOME TAX ACCOUNTING I (3). Studies income tax laws and regulations as they pertain to individuals, partnerships, corporations, estates and trusts. Prerequisite(s): AC 320B.

AC 450B. INCOME TAX ACCOUNTING II (3). A continuation of AC 450A. Prerequisite(s): AC 450A.

AC 460. GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING (3). Accounting principles and procedures as applied to governmental and nonprofit organizations, including hospitals, colleges and universities, and health and welfare organizations. Regis College prerequisite(s): AC 320B. School for Professional Studies prerequisite(s): AC 410C.

AC 470. ACCOUNTING THEORY (3). Examines the conceptual, institutional and policy elements of accounting and major components of generally accepted accounting principles, conventions and practices. Integrates accounting theory, institutional dimensions of accounting and their relationships with the financial reporting environment. Prerequisite(s): AC 410B.

AC 480. AUDITING PRINCIPLES AND PROCEDURES (3). Studies auditing principles and objectives in relationship to auditing standards and procedures. Regis College prerequisite(s): Senior standing and completion of eighteen (18) semester hours of accounting. School for Professional Studies prerequisite(s): AC 410C.

AC 490E-W. INDEPENDENT STUDY IN ACCOUNTING (1-6). Offers opportunity for independent study in special topics of interest not covered in regularly offered courses under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

AC 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and Senior standing. SPS NOTE: Successful completion of eighteen (18) upper division Accounting semester hours required.

AC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems that arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Regis College prerequisite(s): BA 250 and Junior standing. Crosslisting: BA 495E, EC 495E and PL 495E.

AC 498E-W. INTERNSHIP IN ACCOUNTING (3). Offers opportunity for faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Division of Business Regulations.

ASTRONOMY (AS)

AS 250. PRINCIPLES OF ASTRONOMY (3). Provides a basic survey of the universe for nonscience majors. Includes a brief history of astronomy, lunar exploration, planets, comets, asteroids, the sun, star properties, binaries, clusters and galaxies and stellar evolution. Co-requisite: AS 251. Prerequisite(s): MT 205 or MT 231 or quantitative skills exam.

AS 251. PRINCIPLES OF ASTRONOMY LABORATORY (1). Accompanies AS 250. Includes observations, demonstrations and student experimentation. Co-requisite: AS 250.

BIOLOGY (BL)

BL 204E-W. TOPICS IN BIOLOGY (3). Develops course content around a central biological theme on selected topics chosen by the instructor. NOTE: Designed specifically for nonscience majors to meet the Natural Science Core requirement when taken with BL 205E-W. Co-requisite: BL 205E-W.

BL 205E-W. TOPICS IN BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 204E-W. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 244. HUMAN ANATOMY AND PHYSIOLOGY I (3). Introduces the integration of structure and function, including the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: integumentary, skeletal, muscular, nervous and endocrine. Co-requisite: BL 245. NOTE: Recommended for non-majors and for those enrolled in pre-professional programs such as nursing or physical therapy that require or recommend courses in human anatomy and physiology.

BL 245. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY I (1). Involves laboratory experiments accompanying BL 244. Co-requisite: BL 244. Laboratory fee required. NOTE: One three-hour laboratory period per week required.

BL 246. HUMAN ANATOMY AND PHYSIOLOGY II (3). Introduces the integration of structure and function, including the correlation of gross and microscopic structure with functional maintenance of the following human organ systems: cardiovascular, respiratory, digestive and urogenital with special reference to the processes of metabolism, development and inheritance. Recommended for students enrolled in pre-professional programs such as nursing or physical therapy that require or recommend courses in human anatomy and physiology. Co-requisite: BL 247.

BL 247. HUMAN ANATOMY AND PHYSIOLOGY LABORATORY II (1). Involves laboratory experiments accompanying BL 246. Co-requisite: BL 246. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 254. INTRODUCTION TO MEDICAL MICROBIOLOGY (3). Introduces viruses, bacteria, fungi and protozoans, their growth and metabolism, emphasizing medically important pathogens. Co-requisite: BL 255. NOTE: Recommended for non-majors and for those enrolled in pre-professional programs such as nursing.

BL 255. INTRODUCTION TO MEDICAL MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 254. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 260. PRINCIPLES OF BIOLOGY: CELLULAR AND MOLECULAR BIOLOGY (3). Integrates biological concepts found in basic biochemistry, metabolism, cell structure and function, and cellular reproduction. Explores the genetic regulation of life processes, from classical to cellular recombinant DNA. Co-requisite: BL 261. NOTE: Designed specifically for Biology and Environmental Studies majors, and for pre-medical, pre-dental and pre-physical therapy students.

BL 261. CELLULAR AND MOLECULAR BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics, emphasizing genetic principles and introducing recombinant DNA. Co-requisite: BL 260. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 262. PRINCIPLES OF BIOLOGY: ORGANISMIC BIOLOGY (3). Surveys the five kingdoms of living organisms that trace the evolutionary development of homeostatic mechanisms, specialized organelles, tissues, organ systems, basic genetics, patterns of behavior, reproduction and development. Co-requisite: BL 263. NOTE: Designed specifically for Biology and Environmental Studies majors, and for pre-medical, pre-dental and pre-physical therapy students.

BL 263. ORGANISMIC BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 262. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 406. COMPARATIVE VERTEBRATE ANATOMY (3). Employs comparative studies of selected vertebrates to illustrate the principle that morphological similarity indicates phylogenetic (evolutionary) relationship. Closely correlates lectures with laboratory work and emphasizes comparative anatomy and development of the skeletal, muscular, digestive, circulatory, urogenital and nervous systems of vertebrates. Co-requisite: BL 407. Prerequisite(s): BL 260 and BL 262.

BL 407. COMPARATIVE VERTEBRATE ANATOMY LABORATORY (1). Consists of detailed, concurrent dissection of shark, salamander and cat as representative vertebrates. Co-requisite: BL 406. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 408. POPULATION BIOLOGY (3). Considers population phenomena including speciation, natural selection, distributions in space, energetics and life histories, population growth and natural regulation of population size. Co-requisite: BL 409. Prerequisite(s): BL 260 and BL 262.

BL 409. POPULATION BIOLOGY LABORATORY (1). Investigates a variety of specific problems and questions in the field of population biology with an introduction to various methods of resolution. Co-requisite: BL 408. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 412. DEVELOPMENTAL BIOLOGY (3). Focuses on the processes of gametogenesis, fertilization and placentation, emphasizing modern approaches to explain molecular and genetic aspects of regulative and mosaic development, differential gene expression and morphogenesis. Includes recent research findings in developmental defects and cancer. Co-requisite: BL 413. Prerequisite(s): BL 260 and BL 262.

BL 413. DEVELOPMENTAL BIOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 412. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 414. PRINCIPLES OF GENETICS (3). Explores current molecular interpretations of genetic phenomena from a base of information concerning the structure, replication, transmission and modes of functioning of nucleic acids. Prerequisite(s): BL 260 and BL 262.

BL 418. MICROBIOLOGY (3). Studies bacteria and viruses within a broad biological perspective. Includes basic concepts, analytical methodology, immunology. Introduces the growth, metabolism, genetics, ecology and evolution of microbes. Co-requisite: BL 419. Prerequisite(s): BL 260 and BL 262; CH 350 and CH 351 recommended.

BL 419. MICROBIOLOGY LABORATORY (1). Involves laboratory experiments accompanying and reinforcing lecture topics. Co-requisite: BL 418. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 424. CELL PHYSIOLOGY (3). Studies the physico-chemical and fundamental activities of animal cells, plant cells and microorganisms. Emphasizes growth, reproduction, environment and nutrition of cells. Prerequisite(s): BL 260 and BL 262; CH 350 and CH 351 recommended. NOTE: BL 425 is not a Co-requisite.

BL 425. CELL PHYSIOLOGY LABORATORY (1). Involves laboratory experiments demonstrating the physicochemical characteristics and fundamental activities of animal cells, plant cells and microorganisms. Prerequisite(s): BL 260 and BL 262; CH 350 and CH 351 recommended. Laboratory fee required. NOTE: BL 424 is not a Co-requisite. One three-hour laboratory period per week.

BL 426. TECHNIQUES IN MOLECULAR BIOLOGY (2). Emphasis techniques and concepts of molecular biology and biochemistry. Topics include structure and function of nucleic acids, including recombinant DNA. Co-requisite: BL 427. Prerequisite(s): BL 260 and BL 262, CH 350 and CH 460 and Junior standing. NOTE: CH 452A and CH 452B recommended.

BL 427. TECHNIQUES IN MOLECULAR BIOLOGY LABORATORY (2). Intensive laboratory course emphasizing techniques of molecular biology and biochemistry. Topics include structure and function of nucleic acids, and primarily recombinant DNA. Co-requisite: BL 426. Prerequisites BL 260 and BL 262, CH 350 and CH 460 and Junior standing. Laboratory fee required. NOTE: Two three-hour laboratory periods per week. CH 452A and CH 452B recommended.

BL 430. HUMAN ECOLOGY (3). Studies the relationship of humans to their environment from the standpoints of evolutionary and ecological development. Focuses on historical and current ecological problems that affect humans. Includes problems associated with pollution, rural and urban planning, private enterprise and human welfare. Includes periodic excursions and special team and individual projects. Prerequisite(s): Both BL 260 and BL 262, or EH 250, or permission of instructor.

BL 434. FIELD BIOLOGY (3). Explores a variety of ecosystems for the purpose of identifying representative organisms and acquiring data for later analysis in the laboratory. Prerequisite(s): Both BL 260 and BL 262, or EH 250, or permission of instructor. NOTE: Field trips required afternoons and/or weekends.

BL 436. MAMMALIAN PHYSIOLOGY (3). Studies mammalian organ systems emphasizing the human being. Includes movement, circulation, elimination, respiration, nervous and hormonal control, and metabolism. Co-requisite: BL 437. Prerequisite(s): BL 260 and BL 262.

BL 437. MAMMALIAN PHYSIOLOGY LABORATORY (1). Involves laboratory experiments accompanying BL 436. Studies the human subject and various vertebrate forms. Co-requisite: BL 436. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 439. WILDLIFE STUDIES (3). Studies populational phenomena beyond the introduction provided in BL 262. Covers wildlife management techniques, density, natality, reproductive potential, mortality, behavior, age structure, dispersal and factors producing and regulating change. Includes lecture-seminars, team and individual research projects. Prerequisite(s): Both BL 260 and BL 262 or EH 250, or permission of instructor.

BL 440. MAMMALOGY (3). Examines essential features of mammalian anatomy, physiology, natural history, distribution, taxonomy and evolution. Co-requisite: BL 441. Prerequisite(s): BL 262 or EH 250.

BL 441. MAMMALOGY LABORATORY (1). Includes mammalian anatomy and physiology exercises, identification of Colorado mammals and techniques of collection and preparation of museum study skins. Co-requisite: BL 440. Laboratory fee required. NOTE: One three-hour laboratory period per week. Occasional field trips supplement laboratory work.

BL 442. INVESTIGATIVE BIOLOGY I (3). Provides a general background of methods and fundamental skills for undertaking original research. Students gain experience in recognizing biological problems, asking the "right" questions, developing a plan for obtaining answers, using biological journals and the library, acquiring data, using microcomputers for data handling and statistical analyses and writing a scientific paper. Prerequisite(s): BL 260 and BL 262; MT 270 or equivalent and Junior standing.

BL 443. INVESTIGATIVE BIOLOGY II (3). Students undertake, under supervision, a selection of research projects including all aspects of biological research, from recognizing a research problem to writing a scientific paper. Prerequisite(s): BL 442.

BL 444. ANIMAL BEHAVIOR (3). Investigates concepts of the physiological and evolutionary bases of animal behavior. Prerequisite(s): Both BL 260 and BL 262, or EH 250. NOTE: Field study and research presentation required.

BL 454. VERTEBRATE HISTOLOGY (3). Studies the microscopic anatomy of tissues and organ systems. Meets the needs of students of vertebrate biology, pre-medicine, pre-dentistry and paramedical sciences. Co-requisite: BL 455. Prerequisite(s): BL 260 and BL 262.

BL 455. VERTEBRATE HISTOLOGY LABORATORY (1). Involves laboratory exercises accompanying BL 454. Co-requisite: BL 454. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 460. LOCAL FLORA (3). Provides nontechnical field work involving field trips to collect, identify and determine habitat preferences of common species of plants typical of the plains, foothills and mountains in the Denver vicinity. Covers elementary plant morphology, basic ecological principles and the factors governing plant distribution in Colorado. Prerequisite(s): Both BL 260 and BL 262, or EH 250, or permission of instructor.

BL 464. EVOLUTION AND BIOGEOGRAPHY (3). Focuses on the processes of biological change and considers species concepts and ordering systems, the organization of genetic variability in populations, natural selection, populational differentiation, distributional patterns, speciation and human evolution. Prerequisite(s): BL 260 or EH 250.

BL 466. IMMUNOLOGY (3). Introduces the study of immunity, focusing on principles of antigens and antibodies. Presents current concepts of humoral and cell-mediated immunity in considerable detail. Prerequisite(s): BL 260 and BL 262. NOTE: Includes classroom demonstrations and field trips to research facilities.

BL 467. IMMUNOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 466. Laboratory fee required. NOTE: One three-hour laboratory period per week required.

BL 470. ORNITHOLOGY (3). Studies the origin, evolution, geographic distribution, ecology, taxonomy, behavior and anatomical and physiological characteristics of birds. Includes representative bird orders and families of North and Central America, emphasizing western species. Co-requisite: BL 471. Prerequisite(s): Both BL 260 and BL 262, or EH 250, or permission of instructor.

BL 471. ORNITHOLOGY LABORATORY (1). Involves laboratory and field exercises on anatomy and physiology, behavior, ecology and identification of Colorado avian residents. Co-requisite: BL 470. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 474. PLANT MORPHOLOGY (3). Studies the unity and diversity of the plant kingdom involving the structure and reproductive processes of nonvascular and vascular plants, including classification and evolutionary relationships. Co-requisite: BL 475. Prerequisite(s): BL 260 and BL 262.

BL 475. PLANT MORPHOLOGY LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. Co-requisite: BL 474. Laboratory fee required. NOTE: One three-hour laboratory period per week.

BL 481E-W. SPECIAL TOPICS IN BIOLOGY (1-4). Explores selected topics in the field of biology not normally covered in regular course offerings. Course format varies according to topics selected. Prerequisite(s): Permission of instructor.

BL 485. NEUROSCIENCE: FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: BL 486. Prerequisite(s): BL 260 and BL 262. Crosslisting: NS 485 and PY 485.

BL 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulation of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-requisite: BL 485. Crosslisting: NS 486 and PY 486. NOTE: One three-hour laboratory period per week.

BL 490E-W. INDEPENDENT STUDY IN BIOLOGY (1-4). Offers an opportunity for advanced study in independent research projects in biology. Prerequisite(s): Permission of instructor and approval of Department Chair.

BL 495E-W. SEMINAR IN BIOLOGY (1). Examines special issues and research activities in biology announced prior to registration. Prerequisite(s): Senior standing or approval of Department Chair.

BL 498E-W. INTERNSHIP IN BIOLOGY (3). Provides faculty-directed practical experience in a working environment outside of Regis University. Prerequisite(s): Junior standing or permission of instructor and approval of Department Chair and Director of Experiential Education. NOTE: Students may earn as many as six (6) semester hours, but no credit may be counted to fulfill the minimum upper division semester hour requirement for a Biology major or minor.

BUSINESS ADMINISTRATION (BA)

BA 202. BUSINESS WRITING (3). Addresses business communications, including information requests and replies, letter forms, sales letters, memoranda and report preparation. NOTE: Offered only in the School for Professional Studies.

BA 203. TIME AND STRESS MANAGEMENT (3). Focuses on understanding the role of the manager as it relates to utilization of time and building skills in time management. Students define stress in their own lives, identify different sources of stress, recognize sources of strength during stress and utilize relaxation techniques to manage the symptoms of stress. NOTE: Offered only in the School for Professional Studies.

BA 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Crosslisting: CS 206. NOTE: Offered only in the School for Professional Studies.

BA 210. PRINCIPLES OF BUSINESS (3). Provides an integrated picture of business operations in United States society. Includes fundamentals of business organization, management and finance. Evaluates the problems confronted by the present-day business establishment. Emphasizes business communication. NOTE: Offered only in the School for Professional Studies.

BA 215. PRINCIPLES OF BUDGET AND FINANCE (3). Studies annual business budgeting processes including projections, forecasts and reconciliations. Emphasizes income statements, balance sheets and budget cuts. NOTE: Offered only in the School for Professional Studies.

BA 216A. SUPERVISION SKILLS I: INFLUENCE MANAGEMENT (1). Studies why it is critical to the survival and success of a leader to have the ability to influence. Focuses on influence practices, tactics and concepts. Provides feedback on using influence practices and an opportunity to develop an action plan to enhance performance. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 216B. SUPERVISION SKILLS I: MANAGEMENT SKILLS (1). Studies how management skills go beyond technical job knowledge and why skilled managers must be effective communicators, accomplished problem solvers and excellent group facilitators. Introduces effective verbal communication, leadership style theory and assessment, theories of motivation and theories of group dynamics. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 216C. SUPERVISION SKILLS I: INTRODUCTION TO SUPERVISION (1). Develops a sound working knowledge of management principles and skills required for successful supervision. Students acquire an understanding of the role and responsibilities of the supervisor. Involves group presentations and small group discussion covering management principles, role of the supervisor, responsibilities and skills, and availability and utilization of services. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 220. CAREER MANAGEMENT (3). Provides an opportunity to explore career management theories and practices, understand the role of the individual and the organization in career management and examine contemporary issues and future trends related to the field. Emphasizes the assessment of skills, values, interests, knowledge, adult development and career stages. NOTE: Offered only in the School for Professional Studies.

BA 225. CAREER DEVELOPMENT (1). Promotes a proactive approach to career development and studies theories and techniques of career development for use in business. Considers the nature of work, theories of career development and of adult learning. Assists students in identifying salable skills. NOTE: Offered only in the School for Professional Studies.

BA 230. INTRODUCTION TO COMPUTING (3). Introduces personal computers and the disk operating system. Develops skills using word processing, spreadsheets and database management. Emphasizes applications for Business, Accounting and Economics. Regis College cross listing: None. School for Professional Studies cross listing: CS 200.

BA 250. INTRODUCTION TO BUSINESS (3). Introduces fundamental business concepts, current business practices and basic principles of management, marketing and finance. Includes personal financial planning, career planning and business communications.

BA 270. INTRODUCTION TO STATISTICS (3). Presents introductory statistics for students whose major is not mathematics. Cross listing: MT 270.

BA 305. IMPACT OF EMERGING TECHNOLOGY (3). Examines trends and issues surrounding technological advancements and implications for current business practice. NOTE: Offered only in the School for Professional Studies.

BA 310A. BUSINESS COMMUNICATION SKILLS: BASIC ENGLISH REVIEW (1). Examines the mechanics of basic English, emphasizing troublesome areas of business writing. Participants review parts of speech, rules of grammar and punctuation and elements of sentence structure. Develops skills in recognizing and correcting errors, improving the clarity of written communication and gaining confidence in producing business writing. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 310B. BUSINESS COMMUNICATION SKILLS: EFFECTIVE LISTENING SKILLS (1). Participants assess listening habits in the organizational setting and learn how to overcome barriers to effective listening through practical techniques. Participants focus on the different types of listening (understanding and retention, meaning and implied meaning), learn the principles of effective listening and become aware of their own listening habits. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 310C. BUSINESS COMMUNICATION SKILLS: DEVELOPING PRESENTATION SKILLS (1). Emphasizes basic skills necessary for the effective delivery of oral presentations in various settings. Participants focus on skill building by designing and delivering different types of oral presentations and receiving both class and instructor feedback. Videotape replay is used and evening preparation time required. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 315. EFFECTIVELY SUPERVISING INDIVIDUALS AND TEAMS (3). Covers the principles of supervision in today's work environment and examines the impact of important organizational variables, including the nature of the workforce, computer, communication technology and the design of organizational structures for the purpose of meeting the goals and objectives of the department and organized team. Emphasis is placed on coaching and the team as well as on the utilization of time, space, material, money and people. NOTE: Offered only in the School for Professional Studies.

BA 316A. SUPERVISION SKILLS II: COMMUNICATION TOOLS FOR MAXIMUM PERFORMANCE (1). Provides participants with the ability to successfully put new communication techniques into practice. Emphasizes how to build trust and rapport, deal with difficult people, exert influence and direct discussions toward solutions. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 316B. SUPERVISION SKILLS II: BUILDING DELEGATION SKILLS (1). Provides participants with an opportunity to assess, improve and refine delegation skills through exercises, discussions and case studies. Emphasizes increasing organizational effectiveness by placing the decision-making process on a lower managerial level, providing a support system for subordinates to handle increased responsibilities and facilitating individual accountability. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 316C. SUPERVISION SKILLS II: ADVANCED SUPERVISORY DEVELOPMENT (1). A continuation of supervisory skills training for second-line supervisors who want to further develop their supervisory skills in team management, facilitation and coaching. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 340. QUANTITATIVE METHODS (3). Studies advanced statistical and econometric methods, with a review of basic statistics. Emphasizes forecasting and econometric analysis using multiple regression. Prerequisite(s): BA 270 or MT 270. Cross listing: MT 340.

BA 350A. HUMAN RESOURCE DEVELOPMENT: MANAGING PERFORMANCE APPRAISAL/SELECTION INTERVIEWING (1). Introduces the performance appraisal and interview process. Includes legal issues in interviews, definition of a behavioral hypothesis, job/candidate profiles, performance standards and effective performance appraisal and follow-up systems. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 350B. HUMAN RESOURCE DEVELOPMENT: EEO/AFFIRMATIVE ACTION AND YOU (1). Provides an overview of management responsibility in the areas of equal employment opportunity, affirmative action, sexual harassment and discrimination. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 350C. HUMAN RESOURCE DEVELOPMENT: CORRECTIVE DISCIPLINE (1). Introduces discipline systems including prevention of discipline problems, problem identification and effective administration of discipline. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 351A. MANAGING EFFECTIVE WORK GROUPS: COORS EMPLOYEE INVOLVEMENT TRAINING (2). Presents the appropriate tools and techniques for building quality teams, as well as providing the mechanics necessary for a positive and successful application of the employee involvement team process. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 351B. MANAGING EFFECTIVE WORK GROUPS: LEADER EFFECTIVENESS TRAINING (1). Studies effective listening skills, productive confrontation, conflict resolution, interpersonal problem solving, values conflict,

facilitating and needs hierarchy. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 352. MANAGING QUALITY (3). Provides an introduction surveying the history, theory and practice of continuous quality improvement in service and manufacturing organizations. Students identify and resolve actual workplace quality issues using basic quality improvement concepts, philosophies, tools and techniques. Includes facilitator presentations, group discussion, class exercises and experiential learning methods. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 370. INTERMEDIATE STATISTICS (3). Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, and n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and Spearman correlation. Prerequisite(s): BA 270 or MT 270. Cross listing: MT 370 and PY 370.

BA 380. MANAGING IN A TECHNICAL ENVIRONMENT (3). Focuses on general management principles and the unique challenges represented in the management and/or supervision of "knowledge-based" workers. Reinforces the use of these newly acquired skills through in-class activities. Prerequisite(s): Junior standing. NOTE: Offered only in the School for Professional Studies.

BA 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication process functions in organizational structures. Regis College prerequisite(s): BA 250 and CA 280. School for Professional Studies prerequisite(s): None. Cross listing: CA 418.

BA 419. MARKETING CHANNEL MANAGEMENT (3). Focuses on how to design, develop, and maintain effective relationships among channel members in both the consumer and business markets so that sustainable competitive advantages can be achieved for both individuals and collective business firms. NOTE: Offered only in the School for Professional Studies.

BA 420. MARKETING (3). Studies the macro and micro marketing systems and institutions, domestically and internationally. Includes marketing's role in the global economy and marketing in the United States emphasizing the development of marketing strategies and marketing mixes. Regis College prerequisite(s): BA 250 and Junior standing. School for Professional Studies prerequisite(s): None.

BA 421. MARKETING AND MANAGEMENT POLICIES (3). Analyzes the use and impact of marketing procedures such as marketing research, non-price competition, price competition, advertising, selling policies and choice of a channel of distribution. Regis College prerequisite(s): BA 420. School for Professional Studies prerequisite(s): None.

BA 422. DIRECT RESPONSE MARKETING (3). Studies direct marketing as an interactive system using one or more media to obtain specific responses from consumers. Emphasizes use of electronic media, print media, including direct mail and media such as telemarketing and catalogs. Analyzes comprehensive models leading to total marketing plans. Prerequisite(s): BA 420.

BA 423. MARKETING RESEARCH (3). Familiarizes students with the basic objectives, techniques and applications of market research used in a modern business environment. Develops proficiency in acquisition, analysis and interpretation of market information for business decisions. Prerequisite(s): BA 420. NOTE: Offered only in the School for Professional Studies.

BA 425. CONSUMER BEHAVIOR (3). Students analyze the factors that influence consumer behavior and use this knowledge to develop sound marketing strategies for goods and services. Prerequisite(s): BA 420.

BA 427. MEDIATION (3). Studies how in the event of a collapse of negotiations, conflict mediation becomes the most viable option in the pursuit of dispute resolution. Reviews the many types and applications of third-party intervenors and processes including "litigator," mediator, arbiter, adjudicator and many others. Utilizes media simulations as in-class exercises. Cross listing: CA 420. NOTE: Offered only in the School for Professional Studies.

BA 428. INTERNATIONAL MARKETING (3). Examines the scope and challenge of marketing goods and services in foreign countries; and the cultural, legal, political, geographic, technological and economic influences on international marketing. Includes establishing markets, market research, distribution channels, export processes and marketing strategies. Prerequisite(s): BA 420. NOTE: Offered only in the School for Professional Studies.

BA 429. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: CA 474. NOTE: Offered only in the School for Professional Studies.

BA 430. BUSINESS FINANCE (3). Introduces major topics in managerial finance essential for understanding how financial managers acquire and manage a firm's assets and how they finance these assets through debt and equity sources. Regis College prerequisite(s): BA 250 and Junior standing. School for Professional Studies prerequisite(s): AC 320B.

BA 431. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Applies communication theory and research to the practice of business and professional communication. Enhances written communication skills in the areas of business letters, memos and reports. Reviews interviewing skills, group communication skills and oral

presentation skills. Prerequisite(s): BA 250 or CA 306. Cross listing: CA 431.

BA 433. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 420.

BA 434. SALES (3). Provides an in-depth understanding of the sales process. Focuses on individual salesperson and sales management perspectives. Includes an appreciation of the individual selling function, types of selling (direct, telemarketing, mail, business to business and retail). NOTE: Offered only in the School for Professional Studies.

BA 435. FUNDAMENTALS OF INVESTMENTS (3). Studies the relationship between risk and return in the management of investment portfolios, including the analysis of stocks, bonds and other securities. Prerequisite(s): BA 430.

BA 438. INTERNATIONAL FINANCE (3). Studies economic issues of international finance, including the history of international finance, fixed and flexible exchange rates and international agencies that help stabilize international financial markets. Explores issues faced by financial managers of multinational firms. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 483. NOTE: Offered only in the School for Professional Studies.

BA 439. CASES IN FINANCE (3). Students have an opportunity to apply corporate financial management tools and theories to real world business problems. Working in small groups, students address issues involved with financial forecasting and planning, capital budgeting, capital structure, stock and bond sales and working capital management. Prerequisite(s): BA 430.

BA 440. LABOR RELATIONS AND ECONOMICS (3). Examines unemployment, emphasizing its causes and possible cures. Regis College prerequisite(s): EC 320 and EC 330. School for Professional Studies prerequisite(s): EC 320 or EC 330. Cross listing: EC 440.

BA 440A. MANAGERIAL PLANNING: PROJECT MANAGEMENT (2). Provides project management personnel with a comprehensive program addressing effective planning and control, including organization, team building and developing, implementing and managing project plans, and control schedules, resources and costs. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 440B. MANAGERIAL PLANNING: PLANNING SKILLS (1). Provides project management personnel with further development of planning skills. Develops increased knowledge in planning skills and individual and staff

planning abilities. Focuses on discussion and demonstration of developing realistic and workable plans, overcoming resistance to planning and effective measures for plan implementation and monitoring. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 442. CONSUMER FINANCE (3). Examines consumer financial management issues and tools. Prerequisite(s): BA 250 and Junior standing.

BA 446. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: CA 451. NOTE: Offered only in the School for Professional Studies.

BA 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operational effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: CS 447 and MCMT 447. NOTE: Offered only in School for Professional Studies.

BA 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Introduces management of personnel and material resources for accomplishment of a project. Implements techniques for establishing goals and realistic time lines for delivery of a project. Cross listing: MCMT 448 and CS 448. NOTE: Offered only in School for Professional Studies.

BA 450A. HUMAN RESOURCE DEVELOPMENT SKILLS II: ASSESSOR TRAINING (1). Develops skills in evaluating specific behaviors, writing objective performance data based on observation and presenting employee performance data to management and performance feedback to the employee. NOTE: Offered only in the School for Professional Studies.

BA 452. MANAGEMENT OF HUMAN RESOURCES (3). Examines the nature and challenge of personnel management from mechanics to social responsibility, the organization of a work force and the development and management of human resources. Studies creating a favorable work environment, including management and labor relations, remuneration and security for employees. Regis College prerequisite(s): BA 461. School for Professional Studies prerequisite(s): None.

BA 453. GENDER ISSUES IN ORGANIZATIONS (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or Permission of instructor. Cross listing: WS 453.

BA 454. ORGANIZATIONAL BEHAVIOR (3). Emphasizes organizational environment and behavior concepts. Focuses on human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, employee counseling, interpersonal and group dynamics. Regis College prerequisite(s): BA 461. School for Professional Studies prerequisite(s): None. Regis College cross listing: None. School for Professional Studies cross listing: PY 456.

BA 459A. LEADERSHIP SKILLS: MANAGING FOR INSPIRED PERFORMANCE (1). Studies the definition and development of critical areas of high performance in management including leadership, motivation, counseling, coaching and confrontation skills. Includes observation and feedback skills. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 459B. LEADERSHIP SKILLS: IMPROVING MANAGERIAL EFFECTIVENESS (1). Examines how to manage for inspired performance and improve managerial effectiveness. Emphasizes managerial objectives, conflict and change, effective communication, management in action and improving individual effectiveness. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 461. MANAGEMENT (3). Provides comprehensive coverage of managerial principles applicable to numerous activities through a study of the fundamental functions of management. Studies recent developments and their effect upon management and management techniques. Regis College prerequisite(s): BA 250 and Junior standing. School for Professional Studies prerequisite(s): None.

BA 462. MANAGING SMALL BUSINESS (3). Emphasizes fundamental factors concerned with the establishment and competent operation of small business, including financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business. Regis College prerequisite(s): BA 461. School for Professional Studies prerequisite(s): None.

BA 463. ISSUES IN MANAGEMENT (3). Provides an overview of new developments in management, emphasizing interdisciplinary influences on organizational theory. Includes new paradigms, organizational culture, changing gender roles, organizational change and renewal. Regis College prerequisite(s): BA 461. School for Professional Studies prerequisite(s): None.

BA 466A. MANAGEMENT SKILLS: LEADERSHIP/PLANNING AND ORGANIZING (1). Provides part of a systematically designed series of modules intended to address the role and responsibilities of today's supervisor. Offers in-depth training in areas critical to the success of supervisors. Includes leadership, roles and requirements, processes for planning, organizing versus planning and

organizing skills. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 466B. MANAGEMENT SKILLS: DECISION MAKING/PROBLEM SOLVING/DELEGATION (1). A continuation of BA 466A examining decision-making processes, definition of delegation, value of delegation, effective delegation, problem identification and problem-solving methods. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 466C. MANAGEMENT SKILLS: COMMUNICATION - MOTIVATION (1). A continuation of BA 466B examining theories and methods of communication and motivation, as well as the value of effective communication and motivation skills in the employee-supervisor relationship. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

BA 467. EMPLOYMENT LAW, COMPENSATION AND POLICY (3). Surveys the impact of state and federal employment law on personnel administration. Examines applicable legislation and case studies of relevant court and administrative decisions, technical requirements, personnel policies and procedures manuals, and state employment law. Analyzes provisions of Title VII of the Civil Rights Act and other federal statutes. Prerequisite(s): BA 452. NOTE: Offered only in the School for Professional Studies.

BA 469. INTERNATIONAL MANAGEMENT (3). Studies the history and evolution of international business, the international environment, and the development, organization and structure of the international organization. Includes cultural differences and business-governmental relations. Prerequisite(s): BA 461.

BA 470. PRINCIPLES OF REAL ESTATE (3). Studies laws governing real estate transactions, property appraisal, acquisition and sale of both residential and commercial property and property management. Regis College prerequisite(s): BA 430. School for Professional Studies prerequisite(s): None.

BA 475. BUSINESS POLICY AND STRATEGY (3). This capstone course for Business Administration majors, addresses the business firm in its totality as a functioning entity in its environment, both global and local. Analyzes actual policies and strategies of existing firms. Prerequisite(s): BA 420, BA 430, BA 461 and Senior standing.

BA 477. BUSINESS PROCESSES: WORK FLOW ANALYSIS (3). Defines and describes the processes and work flows within a business, with special attention to the mode of operation and management, and defines business processes which are conducive to automation. Cross listing: CS 477 and MGMT 477. NOTE: Offered only in School for Professional Studies.

BA 478. BUSINESS PROCESSES: AUTOMATION AND GROUPWARE TOOLS (3). Builds on the workflow analysis completed in BA 477. A "Groupware" tool is used to develop a collaborative model of business process. Prerequisite(s): BA 477 or CS 477 or MCMT 477. Cross listing: CS 478 and MCMT 478. NOTE: Offered only in School for Professional Studies.

BA 479. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, technical issues in developing systems, strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Prerequisite(s): MT 270 or MT 320. Cross listing: CS 480, MCMT 480. NOTE: Not for CIS majors. Offered only in School for Professional Studies.

BA 480. PRINCIPLES OF INSURANCE (3). Studies personal and commercial casualty and life insurance, including discussions concerning estate management. Prerequisite(s): BA 430.

BA 481A. BUSINESS LAW I (3). Explores the foundations of law. Studies the fundamentals of contract law as applied in sales and employment contexts as well as agency law. Prerequisite(s): BA 250 and Junior standing.

BA 481B. BUSINESS LAW II (3). Studies law applicable to commercial paper, security devices, partnerships, corporations, real property, estates and bankruptcy. Prerequisite(s): BA 481A.

BA 488. INTRODUCTION TO BUSINESS RESEARCH (3). Develops an appreciation of the value of business research to overcome reluctance to attempt research projects. Provides a simple and straightforward method for handling research design and an informal and practical approach to research as a process. Students structure and present, both orally and in written form, a credible research proposal of professional quality. NOTE: Offered only in the School for Professional Studies.

BA 489. BUSINESS PROJECT (1-3). Provides opportunity for faculty-directed research on topics relevant to current conditions in the business environment. Prerequisite(s): Majors only. NOTE: Offered only in the School for Professional Studies.

BA 490E-W. INDEPENDENT STUDY IN BUSINESS (1-6). Enables students to pursue special topics of interest not covered in regularly offered courses. Developed under the direction of a faculty member. Regis College prerequisites: Junior standing and approval of Division Director. School for Professional Studies prerequisite(s): Approval of advisor.

BA 491. PUBLIC POLICY TOWARD BUSINESS (3). Examines policies and procedures utilized by government to improve economic performance. Includes anti-trust laws and their enforcement, government regulation of prices and output in the private sector, and social regulation of business and government enterprises. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 491.

BA 492. INTERNATIONAL TRADE (3). Focuses on theoretical factors underlying international trade and the practical aspects of international business marketing. Includes theories of comparative advantage, government efforts to restrict and support trade and problems encountered in international marketing. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 480. NOTE: Offered only in the School for Professional Studies.

BA 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Prerequisite(s): Senior standing. NOTE: Recommended as final course. Offered only in the School for Professional Studies.

BA 494. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: EC 481.

BA 494E-W. SEMINAR IN INTERNATIONAL BUSINESS (3). Analyzes trends and issues in international business of current significance. Topics vary with each offering. Prerequisite(s): BA 250 and Junior standing.

BA 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker in the entry-level position, as opposed to the managerial level. Studies the various philosophical and social/psychological decision systems which can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Regis College prerequisite(s): BA 250 and Junior standing. School for Professional Studies prerequisite(s): None. Regis College cross listing: AC 495E, EC 495E and PL 495E. School for Professional Studies cross listing: PL 495E.

BA 498E-W. INTERNSHIP IN BUSINESS (3). Provides faculty-directed field experience. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: See Regis College, Division of Business Regulations.

CHEMISTRY (CH)

CH 200 E-W. CHEMISTRY IN CONTEXT (3). Develops around a central chemical theme on selected topics chosen by the instructor. NOTE: Designed specifically for nonscience majors to meet the Natural Sciences Core requirement when taken with CH 201 E-W.

CH 201 E-W. CHEMISTRY IN CONTEXT LABORATORY (1). Involves laboratory exercises accompanying and reinforcing lecture topics. May be used to fulfill the core science requirement.

CH 202. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY (3). Provides a qualitative introduction to the chemical aspects of environmental and social issues for the non-science student. Includes alchemy, the role of science and technology, water and air pollution, conventional and alternate energy sources, nuclear power and selected topics relating to local and global issues in energy and the environment. Co-requisite: CH 203.

CH 203. INTRODUCTION TO ENVIRONMENTAL CHEMISTRY LABORATORY (1). Co-requisite: CH 202. Laboratory fee required. NOTE: One three-hour laboratory period or equivalent in field trips per week.

CH 206A. CHEMISTRY FOR HEALTH RELATED SCIENCES (3). A descriptive introduction to the fundamentals of chemistry with emphasis on atomic structure, chemical bonding and reactions and the properties of various states of matter. This is followed by a brief treatment of the chemistry of selected elements and compounds, especially those pertaining to biological systems. Co-requisite: CH 207A. Prerequisite(s): Adequate preparation in high school mathematics. NOTE: Designed for health care programs. Offered every Fall Semester.

CH 207A. CHEMISTRY FOR HEALTH RELATED SCIENCES LABORATORY (1). Involves laboratory experiments accompanying CH 206A. Co-requisite: CH 206A. Laboratory fee required. NOTE: One three-hour laboratory period per week.

CH 210. PRINCIPLES OF CHEMISTRY (4). Introduces chemical and physical properties of matter, atomic structure, stoichiometry, periodicity, chemical bonding, molecular geometry, thermodynamics and aqueous chemistry. Co-requisite: CH 211. NOTE: Adequate preparation in high school mathematics is advised.

CH 211. PRINCIPLES OF CHEMISTRY LABORATORY (1). Introduces fundamental laboratory techniques including chromatography, chemical synthesis, spectroscopy and acid/base chemistry. Co-requisite: CH 210 or CH 220. Laboratory fee required. NOTE: One three-hour laboratory period per week. Offered every Fall Semester.

CH 220. HONORS PRINCIPLES OF CHEMISTRY (4). Intended for students with good high school background in math and chemistry. Course topics are similar to CH 210, but with more in-depth coverage. Additional chemistry topics are included, such as nuclear chemistry and thermodynamics. Co-requisite: CH 211. NOTE: By invitation only. Not part of the Honors Program.

CH 250. ORGANIC CHEMISTRY I (4). Studies the molecular structure of organic compounds, their functional groups, physical properties, and the relationship between structure and reactivity. Introduces the principles of reaction thermo-dynamics and kinetics. Co-requisite: CH 251. Prerequisite(s): CH 210. NOTE: Offered every Spring Semester.

CH 251. ORGANIC CHEMISTRY LABORATORY I (1). Investigates techniques used to separate, purify and identify organic compounds. Laboratory fee required. Co-requisite: CH 250. Prerequisite(s): CH 211. NOTE: One three-hour laboratory period per week.

CH 350. ORGANIC CHEMISTRY II (3). Comprehensive survey of organic chemical reactions, based on common mechanisms. Introduces biomolecules: peptides, carbohydrates, and nucleic acids in addition to multi-step organic syntheses. Co-requisite: CH 451. Prerequisite(s): CH 250. NOTE: Offered every Fall Semester.

CH 351. ORGANIC CHEMISTRY LABORATORY II (2). Involves synthesizing selected organic compounds and Identifying of compounds by spectroscopic methods. Co-requisite: CH 350. Prerequisite(s): CH 251. Laboratory fee required. NOTE: One hour of laboratory lecture plus five laboratory hours per week. Offered every Fall Semester.

CH 424. ANALYTICAL AND INSTRUMENTAL CHEMISTRY (2). Emphasizes the principles and methodologies of traditional and modern instrumental analysis. Prerequisite(s): CH 460. NOTE: One our of laboratory lecture plus five laboratory hours per week.

CH 425. ADVANCED LABORATORY I (2). Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in Advanced Laboratory II. Prerequisite(s): CH 461. Laboratory fee required. NOTE: Advanced Laboratory I and II are not part of a sequence and may be taken in either order. One hour of laboratory lecture plus five laboratory hours per week.

CH 427. ADVANCED LABORATORY II (2). Experiments illustrate the principles in analytical, physical, advanced organic and advanced inorganic chemistry including modern instrumental techniques. Experiments are different from the experiments performed in advanced Lab I. NOTE: Advanced Lab I & II are not part of a sequence and may be taken in either order.

CH 430A. PHYSICAL CHEMISTRY I (3). Studies ideal and real gas behavior, concepts of thermodynamics, chemical equilibrium and phase equilibria. Co-requisite: CH 431. Prerequisite(s): PH 204B and CH 460 and MT 360B. NOTE: Offered every other year.

CH 430B. PHYSICAL CHEMISTRY II (3). Studies chemical kinetics, electrochemistry, kinetic molecular theory, photochemistry, atomic and molecular structure. Prerequisite(s): CH 430A. NOTE: Offered every other year.

CH 448. ADVANCED ORGANIC CHEMISTRY (3). Explores advanced topics in physical and synthetic organic chemistry including: kinetic isotope effects, reaction mechanisms, biomolecules and their structure, and multi-step syntheses. Prerequisite(s): CH 444 or CH 460. NOTE: Offered every other year.

CH 452A. BIOCHEMISTRY I (3). Introduces the structure and function of proteins. Includes an in depth study of enzyme kinetics and specificity, the thermodynamics of biological systems and introduces metabolic processes. Prerequisite(s): CH 444 or CH 460.

CH 452B. BIOCHEMISTRY II (3). Surveys metabolism and regulation, including glycolysis, electron transport, photosynthesis and oxidative phosphorylation. Includes fatty acid breakdown, lipid biosyntheses, nucleic acid structure and molecular evolution. Co-requisite: CH 453. Prerequisite(s): CH 452A.

CH 453. BIOCHEMISTRY LABORATORY (2). Introduces fundamental biochemical techniques and instrumentation, including the isolation and purification of biomolecules, three dimensional modeling and biophysical experiments. Co-requisite: CH 452B. Prerequisite(s): CH 452A. Laboratory fee required. NOTE: One hour of laboratory lecture plus five laboratory hours per week. Offered every Spring Semester.

CH 460. INORGANIC CHEMISTRY (3). Focuses on chemistry of main group elements, aqueous and non-aqueous acid/base chemistry, transition metal coordination compounds, and electrochemistry. Co-requisite: CH 461. Prerequisite(s): CH 350 or permission of instructor. NOTE: Offered every Spring Semester.

CH 461. INORGANIC CHEMISTRY LABORATORY (2). Synthesis, characterization and mechanisms of reaction of inorganic, organometallic, and bioinorganic complexes using air-sensitive techniques, when appropriate, and instrumental methods. Co-requisite: CH 460. Prerequisite(s): CH 351 or permission of instructor. Laboratory fee required. NOTE: One hour of laboratory lecture plus five laboratory hours per week. Offered every Spring Semester.

CH 464. ADVANCED INORGANIC CHEMISTRY (3). Explores symmetry; main-group and transition metal bonding and spectroscopy; kinetics of ligand substitution and electron transfer; organometallic chemistry; and

bioinorganic chemistry. Prerequisite(s): CH 460 or permission of instructor. NOTE: Offered every other year.

CH 490E-I. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN PROTEIN BIOCHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490J-N. INDEPENDENT STUDY CHEMISTRY: RESEARCH IN CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors or minors only. Permission of instructor.

CH 490O-S. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN INORGANIC CHEMISTRY (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 490T-W. INDEPENDENT STUDY IN CHEMISTRY: RESEARCH IN ORGANIC SYNTHESIS (1-3). Advanced study in independent research projects in chemistry and biochemistry. Prerequisite(s): Majors and minors only. Permission of instructor.

CH 495E-W. SEMINAR IN CHEMISTRY (1). Content and credit to be arranged. Normally to be taken in junior or senior year. Prerequisite(s): Approval of Department Chair. NOTE: Offered every other year.

CH 496E-W. SPECIAL TOPICS IN CHEMISTRY (3). Provides an in-depth treatment of areas not usually covered in regular course offerings. Sample topics include: advanced organic synthesis, physical organic chemistry, the chemistry of good health, advanced organic chemistry, spectroscopy and forensic chemistry, bioinorganic chemistry and chemistry of drugs and pharmaceuticals. Prerequisite(s): Approval of Department Chair.

CH 498E-F. INTERNSHIP IN CHEMISTRY (3). Provides a working environment in which practical experience in the application of chemistry is obtained under appropriate supervision. Credit may be applied to the major area only when special requirements are met. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: No credit may be counted to fulfill the minimum upper division semester hour requirement for a major in Chemistry or Biochemistry.

COLLEGE CORE SEMINARS (CCS)

CCS 200. FRESHMAN SEMINAR (3). Offers a rigorous introduction to college academic work with an emphasis on critical thinking through competence in writing. The

Freshman Seminar also focuses on developmental and transitional issues of first-year students, with the faculty instructor serving as the individual student's Academic Advisor for the freshman year. Taken during a student's first semester of the freshman year.

This course is the equivalent of EN 203 Freshman English Composition; however, students who transfer to Regis with fewer than eleven (11) semester hours must take CCS 200, even if they have previously completed a course equivalent to EN 203 at another institution. Freshman Commitment students must register for the seminars offered by the Commitment Program.

CCS 200A. FRESHMAN SEMINAR (3). Offers the first part of a two-semester reading, writing, and learning skills seminar designed to develop students' abilities to access themselves as learners, to think critically, and to effectively handle college-level reading and writing assignments. Instructor serves as Academic Advisor for freshman year. Taken by students admitted to the Commitment Program during the first semester of the freshman year. Not repeatable. If the course is failed, EN 203 is required.

CCS 200B. FRESHMAN SEMINAR (3). A continuation of CCS 200A, this is a reading, writing and learning skills seminar designed for Commitment Program students only. NOTE: Commitment Program students only. Not repeatable. If the course is failed, EN 203 is required.

CCS 250. TRANSFER SEMINAR (3). Designed especially for transfer students having between eleven and thirty (11 and 30) hours of credit, the seminar is taken during the transfer student's first semester at Regis. This course is taken in lieu of CCS 200. It is also equivalent to EN 203 Freshman English. A rigorous introduction to college academic work with an emphasis on critical thinking through competence in writing. Focuses on developmental and transitional issues. NOTE: Not repeatable. If the course is failed, EN 203 is required.

CCS 300. SOPHOMORE SEMINAR (3). Taken during a student's sophomore year, the seminar enlarges understanding and knowledge of diversity in the United States by examining, discussing and writing about texts drawn from a number of disciplines and traditions. Many sections of the Sophomore Seminar integrate academic study with community service. The seminar is taught primarily by faculty drawn from the humanities and the social sciences.

CCS 400. JUNIOR SEMINAR (3). To achieve a broader, more international frame of reference for reflection on the question "how ought we to live?", The seminar promotes understanding and knowledge of other peoples, cultures and global issues. Interdisciplinary topics illuminate the variety of ways of experiencing and interpreting the world. Taken during a student's junior year. Faculty from the humanities and the social sciences are largely responsible for this seminar.

CCS 450. SENIOR SEMINAR (3). Organized around the themes of work, leisure, relationships, and citizenship, the seminar focuses on the future and critically examines important issues of social justice, evil and suffering, faith and commitment, etc. Students reflect on the question, "How ought we to live as responsible adult members of a diverse society?" Taken during a student's senior year. Faculty for this seminar utilize the disciplines of philosophy and religious studies as a foundation for instruction.

COMMUNICATION ARTS (CA)

CA 210. SPEECH COMMUNICATION (3). Provides an overview of the process of communication and introduces communication theory. Provides practical training in the fundamentals of effective presentation for individuals in both public speaking and group communication settings. Emphasizes discussion of contemporary issues and the analysis of public discourse. NOTE: Required of all students seeking a bachelor's degree from Regis College.

CA 215. MANAGING INTERNET INFORMATION SERVICES (3). Introduces the Internet as a way to enrich personal, school, and business lives of students. Focuses on how to navigate search engines for research purposes, how to develop home pages for educational and business purposes, and how to customize web pages using HTML. NOTE: Offered only in the School for Professional Studies.

CA 280. COMMUNICATION THEORIES (3). Surveys important theories of communication from ancient Greece to the post-modern world. Includes theories of speech acquisition, the psychology of spoken language and theories of human communication from interpersonal to mass media.

CA 281. RESEARCH METHODS IN COMMUNICATION (3). Introduces research methodology. Includes qualitative and quantitative research methods. Focuses on interpreting research studies in a critical manner and the skills necessary to begin original research.

CA 303. MASS MEDIA (3). Surveys 20th century mass media, stressing the sociocultural impact of the media on the modern mind. Includes consideration of film, television, radio and the print media.

CA 310. INTERPERSONAL COMMUNICATION (3). Studies interpersonal aspects of communication. Introduces concepts and related skills that define communication in a variety of face-to-face contexts. Includes models of communication, language and meaning, nonverbal and verbal communication, perception, conflict and establishing positive human relationships via communication.

CA 400. INTERCULTURAL COMMUNICATION (3). Studies how cultural perspectives affect communication including an examination of intra- and intercultural phenomena. May also explore issues of international mass media systems, and examine issues of international media coverage of events. Regis College prerequisite(s): CA 280. School for Professional Studies prerequisite(s): None.

CA 402. MEDIA AESTHETICS (3). A survey of aesthetic considerations of television, film and radio. Students will examine the fundamental image elements—light, space, time-motion and sound. Prerequisite(s): CA 280.

CA 403E-G. FORENSIC PARTICIPATION (1). Students prepare at least two events in public speaking and/or oral interpretation of literature. Requires attendance at a minimum of two tournaments to qualify for credit. Prerequisite(s): CA 280 or permission of instructor. NOTE: Students who wish to participate in competitive forensic tournaments can earn up to three (3) semester hours credit (one credit per semester over three semesters).

CA 404. ADVANCED PUBLIC SPEAKING (3). Explores advanced concepts and modes of public speaking. Assignment options include rhetorical analysis, First Amendment issues, audience participation, adapting for contrasting audiences, social/political change, training, and advanced oral interpretation. Regis College prerequisite(s): CA 280. School for Professional Studies prerequisite(s): CA 210.

CA 405. ARGUMENTATION (3). Studies the theoretical bases for argumentation beginning with the classical rhetorical theorists to contemporary scholars. Focuses on the analysis and framing of propositional and supporting argumentation. Prerequisite(s): CA 280.

CA 408. ADVANCED INTERPERSONAL COMMUNICATION: CONFLICT, POWER AND PERSUASION (3). Investigates the many sources and types of conflict in a variety of human communication settings such as interpersonal dyads and groups. Topics include distribution and effects of power, pre-negotiation, framing, face work, language, and problem identification. Application of individual experiential examples of conflict is strongly encouraged. NOTE: Offered only in the School for Professional Studies.

CA 409. CRITICAL METHODS (3). Studies a variety of methods currently utilized for conducting a critical analysis of communication acts. Includes dramatism, semiotics, narrative theory, reader-oriented criticism, feminist criticism and others. Students apply one or more of these methods in developing and presenting critical analyses of discourses. Prerequisite(s): CA 280 or permission of instructor.

CA 410. CRITICAL THINKING AND WRITING (3). Offers an in-depth experience in critical thinking, analysis and argumentation. Emphasizes contemporary strategies for enhancing professional analytical and persuasive writing.

Prerequisite(s): CA 335. NOTE: Offered only in the School for Professional Studies.

CA 414. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing the principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): CA 280. Cross listing: PY 445.

CA 415. MASS COMMUNICATION LAW (3). Surveys the developmental problems of the mass media related to the law. Includes concepts, roles and practices of the media related to regulatory agencies, judicial processes, legislation and pertinent court decisions. Prerequisite(s): CA 280.

CA 416. PUBLIC RELATIONS (3). Studies the history, purpose and processes of public relations. Examines public relations tools and practices, ranging from preparing and conducting a public relations program, setting up a news conference, establishing and running a speaker bureau, designing and producing a brochure and editing an employee newsletter. Regis College prerequisite(s): CA 280. School for Professional Studies prerequisite(s): None.

CA 418. ORGANIZATIONAL COMMUNICATION (3). Surveys organizational theories. Focuses on how the communication processes function in organizational structures. Regis College prerequisite(s): CA 280 and BA 250. School for Professional Studies prerequisite(s): None. Cross listing: BA 418.

CA 420. MEDIATION (3). Studies how in the event of a collapse of negotiations, conflict mediation becomes the most viable option in the pursuit of dispute resolution. Reviews the many types and applications of third-party interveners and processes including "litigator," mediator, arbiter and adjudicator. Utilizes mediation simulations as in-class exercises. Cross listing: BA 427. NOTE: Offered only in the School for Professional Studies.

CA 421. PERSUASION AND ARGUMENTATION (3). Studies persuasion and argumentation from the early Aristotelian perspective to contemporary research. Includes models of the persuasive process, emotional stimulation, proofs and reasoning, cultural premises, and ethics of persuasion. Prerequisite(s): CA 280.

CA 424. NEW COMMUNICATION TECHNOLOGIES (3). Examines how new media works, what effects may result from their use in public and private settings, and how they might, when necessary, be regulated. Prerequisite(s): CA 280.

CA 425. VIDEO PRODUCTION (3). A survey of video production methods and aesthetic theory. Students become proficient in pre-production planning, basic video production techniques and equipment, using both studio and remote equipment. Students produce a basic video project. Prerequisite(s): CA 402.

CA 430. AUDIO PROGRAMMING AND PRODUCTION (3). Explores the development of current trends in audio programming. Examines the role of audience research. Studies the basic principles and practices of audio production. Prerequisite(s): CA 280 or permission of instructor.

CA 431. BUSINESS AND PROFESSIONAL COMMUNICATION (3). Applies communication theory and research to the practice of business and professional communication. Enhances written communication skills in the areas of business letters, memos and reports. Reviews interviewing skills, group communication skills and oral presentation skills. Prerequisite(s): CA 280 or BA 250. Cross listing: BA 431.

CA 432. ADVERTISING THEORY AND PRACTICE (3). Studies advertising and promotional aspects of marketing in depth. Integrates theory with practical planning, management and strategy issues. Prerequisite(s): CA 280.

CA 440. WOMEN AND THE MEDIA (3). Focuses on women's attempts to alter their societal roles and the part played in the process by the mass media. Examines the media's effect on the sex-role stereotyping of women in society. Includes exploring the effect of the media on establishing societal values and analyzing mediated messages. Prerequisite(s): CA 280 or WS 300. Cross listing: WS 440.

CA 445. TELEVISION PROGRAMMING AND CRITICISM (3). Studies television programming, theory, techniques and strategies. Explores the themes and assumptions inherent in television messages and the role of audience research in the development of television content. Prerequisite(s): CA 280.

CA 450. CONFLICT AND DISPUTE RESOLUTION (3). Focuses on communication processes associated with the resolution of differences and the reaching of agreements between individuals and groups. Explores the nature and misuses of conflict, power in interpersonal conflict, conflict styles, power and power balancing in conflict, the negotiation process, third party intervention (mediation and arbitration) and the language of dispute resolution. Regis College prerequisite(s): CA 280. School for Professional Studies prerequisite(s): CA 310 or permission of instructor.

CA 451. INTERVIEWING THEORY AND PRACTICE (3). Considers current interviewing theories and techniques in various settings. Includes laboratory experience. Cross listing: BA 446. NOTE: Offered only in the School for Professional Studies.

CA 464. FILM CRITICISM (3). Introduces the technical evolution and history of film and the principles of aesthetic criticism, film analysis and the evolution of themes and genres. Considers basic elements of cinema including screen writing, direction, casting, production, cinematography, and editing. Prerequisite(s): CA 280.

CA 474. ADVERTISING AND PROMOTION (3). Provides an introduction to advertising and promotion principles. Emphasizes personal selling, mass selling and sales promotion. Prerequisite(s): BA 420. Cross listing: BA 429. NOTE: Offered only in the School for Professional Studies.

CA 475. NEWS WRITING AND REPORTING (3). Studies investigative reporting techniques in areas of contemporary social, political and cultural concerns; and print and broadcast journalistic practices. Prerequisite(s): CA 280.

CA 482. THEORIES OF COLLABORATIVE NEGOTIATION (3). Focuses on the processes and demands of collaborative negotiations as both a process and the goal of effective dispute resolution. Considers negotiation as an artistic skill and makes extensive use of classroom exercises to develop the required skills necessary to negotiate successfully in both the private, interpersonal arena, and in businesses and organizations. Prerequisite(s): CA 408. NOTE: Offered only in the School for Professional Studies.

CA 485 E-W. SPECIAL TOPICS IN COMMUNICATION (3). Examines special topics in the field of communication in depth. Includes assignment options of original research and creative projects. Prerequisite(s): CA 280 or permission of instructor.

CA 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Regis College prerequisite(s): CA 280 or SO 200. School for Professional Studies prerequisite(s): None. Cross listing: SO 486.

CA 490E-W. INDEPENDENT STUDY IN COMMUNICATION ARTS (1-6). Supervision by a faculty member on advanced research or practice in one of the media that meets the individual needs of the student. Prerequisite(s): Approval of Department Chair. NOTE: May be taken only once for credit towards the Communication Arts major, and a second time for elective credit.

CA 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and senior standing. Successful completion of eighteen (18) Communication Arts upper division semester hours of course work required. NOTE: Offered only in the School for Professional Studies.

CA 495. SENIOR SEMINAR IN COMMUNICATION ARTS (3). Involves bringing senior Communication Arts majors together to focus on a synthesis of this field of study. Research projects are conducted and reported to the class. Prerequisite(s): CA 280 or permission of instructor and Senior standing.

CA 496 E-W. COMMUNICATION PRACTICUM (1-3). Examines current directions and issues of a specific communication discipline. Includes "hands-on" assignments and projects using discipline specific principles, techniques, and technology. NOTE: 3 semester hours may count toward the Communication Arts major; a total of 6 semester hours may be completed toward graduation.

CA 498E-W. INTERNSHIP IN COMMUNICATION (3). Involves placement in industry, media organizations, government or other agency for on-the-spot training and experience. Internships are for advanced Communication Arts students. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education. Prerequisite(s): CA 280 or permission of instructor. NOTE: A total of two internships may be taken, once for the major and once for elective credit; other departmental requirements must be met.

CA 498E. INTERNSHIP IN COMMUNICATION: TELEVISION (3). Provides practical, on-the-spot training in television programming, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): CA 280 and one of the following: CA 442, CA 445 or CA 475, and approval of Department Chair and Director of Experiential Education.

CA 498F. INTERNSHIP IN COMMUNICATION: FILM (3). Provides practical, on-the-spot training in film reviewing and film making. Weekly journal and final paper required. Prerequisite(s): CA 280, CA 464, and approval of Department Chair and Director of Experiential Education.

CA 498G. INTERNSHIP IN COMMUNICATION: RADIO (3). Provides practical, on-the-spot training in radio including programming, production, advertising, sales and promotion. Weekly journal and final paper required. Prerequisite(s): CA 280 and either CA 330 or CA 332, and approval of Department Chair and Director of Experiential Education.

CA 498H. INTERNSHIP IN COMMUNICATION: PRINT MEDIA (3). Provides practical, on-the-spot training in print journalism including news writing, feature writing, editing, advertising and promotion. Weekly journal and final paper required. Prerequisite(s): CA 280 and either CA 374 or CA 475, and approval of Department Chair and Director of Experiential Education.

CA 498I. INTERNSHIP IN COMMUNICATION: PUBLIC RELATIONS (3). Provides practical, on-the-spot training in various public relations activities. Weekly journal and final paper required. Prerequisite(s): CA 280, CA 416, and approval of Department Chair and Director of Experiential Education.

CA 498K. INTERNSHIP IN COMMUNICATION: ORGANIZATIONAL COMMUNICATION (3). Provides practical, on-the-spot experience applying theories of organizational communication to situations inside an organization. Weekly journal and final paper required.

Prerequisite(s): CA 280, CA 418, and approval of Department Chair and Director of Experiential Education.

CA 498L. INTERNSHIP IN COMMUNICATION: ADVERTISING (3). Provides practical, on-the-spot training in advertising including sales, lay-out design and campaign development. Weekly journal and final paper required. Prerequisite(s): CA 280, CA 432, and approval of Department Chair and Director of Experiential Education.

COMPETENCY-BASED EDUCATION (CB)

CB 496I. CURRENT ISSUES IN EDUCATION (3). Studies the structure of public school systems including ethical, legal, and diversity issues in the classroom. NOTE: Students are responsible for preparation of documentation for state licensure.

CB 497. PROFESSIONALISM IN EDUCATION (2). Provides a transition from the role of a teacher education student to the role a professional teacher. Includes student teaching, ethics, and varied roles and responsibilities of the teacher. Student prepare a Final Transcript of Competencies for State Department of Education. Pass/No Pass grading only.

COMPUTER SCIENCE (CS)

CS 200. INTRODUCTION TO COMPUTING (3). Introduces microcomputers and computer systems. Covers categories of software including word processing, databases and electronic spreadsheets and involves creating and manipulating files. Introduces the fundamentals of program design. Cross listing: BA 230. NOTE: Offered only in the School for Professional Studies.

CS 206. BUSINESS SOFTWARE APPLICATIONS (3). Introduces software typically used in business or professional environments. Emphasizes the application of software tools to business needs. Cross listing: BA 206. NOTE: Offered only in the School for Professional Studies.

CS 208. COMPUTER SCIENCE FUNDAMENTALS (3). Provides an introduction for Computer Science/Computer Information Systems majors/minors. Includes hardware and software systems, numbering systems, mathematical and logical binary operations, basic concepts of computer organization and operating systems. Introduces program development environments using PASCAL. NOTE: Offered only in the School for Professional Studies.

CS 220. BASIC PROGRAMMING (3). Introduces computing within a structured approach to the BASIC programming language. Includes algorithms and techniques for the

solution of practical problems. Involves the designing, coding, debugging and documentation of programs. NOTE: Offered only in the School for Professional Studies.

CS 225. FORTRAN PROGRAMMING (3). Introduces computing within a structured approach to the FORTRAN programming language. Includes algorithms and techniques for the solution of practical problems. Involves the designing, coding, debugging and documentation of programs. NOTE: Offered only in the School for Professional Studies.

CS 230. COBOL PROGRAMMING (3). Introduces computing within a structured approach to the COBOL programming language. Includes algorithms and techniques for the solution of practical problems. Involves the designing, coding, debugging and documentation of programs. Prerequisite(s): CS 208. NOTE: Offered only in the School for Professional Studies.

CS 241. CONTROL STRUCTURES (3). Discusses basic concepts of computer organization. Develops a precise and logical methodology in reducing complex and unformatted data to algorithmic format. Introduces the concepts and methodologies of structured programming and design. Explains the uses and abuses of control structures. Prerequisite(s): CS 208. NOTE: Offered only in the School for Professional Studies.

CS 300. FOUNDATIONS OF COMPUTER SCIENCE (3). Introduces foundational concepts of computer science including algorithm design, iteration, recursion, abstract data types, file structures, Boolean algebra, lists, graphs, trees and networks. Uses PASCAL as a "description" language for expressing algorithms. Uses tracing techniques extensively. Prerequisite(s): High School algebra.

CS 305. INTRODUCTION TO PROGRAMMING CONCEPTS: COMMUNICATING WITH PROGRAMMERS (3). Introduces programming for non-programmers and concentrates on the terminology of structured and object oriented programmers. Provides managers of programmers methodologies used to achieve programming goals. Cross listing: MCMT 305. NOTE: Offered only the School for Professional Studies.

CS 310. PASCAL PROGRAMMING (3). Introduces the PASCAL programming language. Presents the complete language and emphasizes notation, terminology, data types and statements. Covers top-down analysis and structured programming techniques employed in program development. Regis College prerequisite(s): CS 300 or permission of instructor. School for Professional Studies prerequisite(s): None.

CS 315. LISP PROGRAMMING (3). Introduces LISP, which is the most frequently used Artificial Intelligence language in the United States. Studies and compares IBM software implementations including the "Scheme" dialect invented at MIT and the "Common" LISP dialect. Includes computer

programming techniques, object oriented programming and artificial intelligence applications.

CS 320. "C" PROGRAMMING (3). Presents computer problem solving techniques using the "C" language as a tool. Includes data typing, assignments, flow control, repetition, modular programming with functions, arrays, strings, structures, data files, bit operations and comparisons with other high level languages. Regis College prerequisite(s): CS 300 or permission of instructor. School for Professional Studies prerequisite(s): CS 341.

CS 333. SQL (3). Introduces the ANSI standard structured query language. Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, use of sub-queries, and data security and integrity. Prerequisite(s): MT 270 or MT 320, and CS 341. NOTE: Offered only in the School for Professional Studies.

CS 341. DATA STRUCTURES (3). Combines concepts discussed in CS 241, computer organization with structural programming and design, control structures, data structures, file organization and file processing. Emphasizes sound programming practices. Presents algorithms used in problem-solving. Prerequisite(s): CS 241. NOTE: Offered only in the School for Professional Studies.

CS 350. COBOL II (3). Includes magnetic tape sequential processing, indexed sequential processing, COBOL subroutines, segmentation for use with overlays, an introduction to virtual storage, and the use of the Report Writer feature of ANSI COBOL. Prerequisite(s): CS 230. NOTE: Offered only in the School for Professional Studies.

CS 360. ADA PROGRAMMING (3). Discusses fundamental concepts of the ADA programming language. Compares concepts analogous to PASCAL. Prepares a foundation for advanced features of ADA. NOTE: This course assumes that students already have a working knowledge of at least one, third-generation programming language such as PASCAL or Modula-2. Prerequisite(s): CS 341. NOTE: Offered only in the School for Professional Studies.

CS 370. ASSEMBLY LANGUAGE (3). Describes the elements and techniques of assembly language programming for microprocessors used in the IBM compatible family of microcomputers. Introduces computer architectures, and discusses the concepts of data representations, processing instructions, addressing modes, macros, functions and procedures, and file I/O. Prerequisite(s): CS 341. NOTE: Offered only in the School for Professional Studies.

CS 410. ASSEMBLY LANGUAGE PROGRAMMING (3). Describes the elements and techniques of assembly language programming for VAX computers and for microprocessors used in the IBM compatible family of microcomputers. Introduces computer architectures, and discusses the concepts of data representation, processing

instructions, addressing modes, macros, functions and procedures, and file I/O. Implements advanced algorithms. Prerequisite(s): CS 241 and CS 341. NOTE: Offered only in the School for Professional Studies.

CS 411. INTRODUCTION TO AI PROGRAMMING (3). Introduces LISP, the basic tool used in Artificial Intelligence (AI) research in the United States. Studies how there are several dialects of LISP, and why COMMON LISP is a modern, powerful, widely available dialect and becoming a LISP standard. Prerequisite(s): CS 320 and MT 270. NOTE: Offered only in the School for Professional Studies.

CS 412. C++ PROGRAMMING (3). Develops advanced programming skills using the ANSI "C" programming language and covers advanced programming techniques for dynamic memory allocation, data management and screen interfaces. Presents advanced features of "C" related to program design and analysis, functions, subroutines, arrays, records, file debugging, testing and validation of larger programs, and documentation. Based on a structured, multi-phased approach to program development in the ANSI "C" programming language including using the object library utility and MAKE files. Includes additional software development based on construction of a screen and windows function libraries. Prerequisite(s): CS 320. NOTE: Offered only in the School for Professional Studies.

CS 414. INFORMATION RESOURCE MANAGEMENT (3). Addresses the need for the unique skills of the Information Resource Manager. Analyzes the historic division between top management and staff information specialists, and how generalist managers can develop a substantial expertise in the technology of computers and communications. Studies technology as an effectively managed and employed variable. Discusses the unique difference between computers and communications and other production factors and how it rests on the nature and usage of information. Explains how properly managed information should directly support the decision maker in the attainment of organizational goals and objectives. Prerequisite(s): CS 341 or permission of instructor. NOTE: Offered only in the School for Professional Studies.

CS 415. ADVANCED DATA PROCESSING (3). Studies principles of computer systems and their application to business functions and management decision making. Presents software planning and design, software validation, applications and maintenance, documentation, system evaluation, management information systems and database management. Prerequisite(s): Permission of instructor. NOTE: Offered only in the School for Professional Studies.

CS 416. ASSEMBLY LANGUAGE SOFTWARE DEVELOPMENT (3). Describes assembly language programming for the IBM compatible family of microcomputers. Provides experience in the development of assembly language programs. Prerequisite(s): CS 300 and CS 320.

CS 420. ADVANCED PROGRAMMING (3). Develops structured programming skills. Presents advanced features of program design and analysis, functions, subroutines, arrays, records, files, debugging, testing and validation of larger programs and documentation. Prerequisite(s): CS 300 and either CS 230 or CS 410, or permission of instructor. NOTE: Offered only in the School for Professional Studies.

CS 421. STRUCTURED PROGRAMMING (3). Develops structured programming skills. Includes program design and analysis, functions, subroutines, arrays, records, files, debugging, testing and validation of larger programs and documentation. Uses a structured, multi-phased approach to program development; and a series of steps involving the understanding of a problem, problem definition, graphic design methodologies (structure charts, etc.) And program specification through pseudocoding. Prerequisite(s): CS 320. NOTE: Offered only in the School for Professional Studies.

CS 422. ADVANCED "C" PROGRAMMING (3). Develops advanced programming skills in the "C" programming language. Includes program design and analysis, functions, subroutines, arrays, records, files, debugging, testing and validation of larger programs and documentation. Uses a structured, multi-phased approach to program development. Develops a series of modules, which become part of a tool kit to be used in the development of future programs, including various graphics features. Prerequisite(s): MT 270 or MT 320, and CS 230. NOTE: Offered only in the School for Professional Studies.

CS 423. ADVANCED ADA (3). Investigates advanced features of the ADA language including generics, access types, exceptions, advanced types and tasking. Prerequisite(s): CS 360. NOTE: Offered only in the School for Professional Studies.

CS 424. GRAPHICS (3). Provides an understanding of computer graphics emphasizing graphics, algorithms and code design. Includes graphical interfaces, image generation and user interaction. Prerequisite(s): CS 341. NOTE: Offered only in the School for Professional Studies.

CS 425. SYSTEMS ANALYSIS AND DESIGN (3). Studies the analysis and design of computer based information systems. Considers transformation processes and comprehensive design. Includes advanced technology, emphasizing expert and knowledge-based systems. Considers human resources, communications and computers in a systems framework. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320. NOTE: Offered only in the School for Professional Studies.

CS 427. OBJECT ORIENTED SOFTWARE DEVELOPMENT (3). Develops advance programming skills in C++. Studies object oriented techniques including Data Abstraction through Objects, Classes and Class membership, derived Classes and Inheritance, Operators and Overloading and Templates. Compares C++ OOP

techniques with those of PASCAL and in the LISP dialect Scheme. Prerequisite(s): CS 300 and CS 320.

CS 428. COMPILER THEORY (3). Explores the concepts and theories used in the design and implementation of compilers. Studies identification of lexical elements, syntax verification and code generation. Discusses the concepts of finite state machines, grammars parsing and optimization related to compiler construction. Illustrates various parts of the compilation process. Prerequisite(s): CS 341. NOTE: Proficiency in at least one high order programming language and the use of complex data structures required. Knowledge of an assembly language desirable, but not required. Offered only in the School for Professional Studies.

CS 429. AUTOMATA THEORY AND COMPILING (3). Studies applications of automata theory to lexical analysis, syntax analysis, regular expressions, non-deterministic finite state automata, top-down and bottom-up parsing techniques and syntax-driven code generation. Requires implementation of both a recursive descent parser of the LL(1) variety and an LR(k) parser. Prerequisite(s): CS 300 and CS 320.

CS 430. OPERATING SYSTEMS (3). Studies the organization and operation of computer systems. Includes batch processing, interactive processing, multi-programming systems, storage management, data sharing in main storage, resource control, file systems and processor scheduling. Prerequisite(s): CS 341. NOTE: Offered only in the School for Professional Studies.

CS 431. OPERATING SYSTEMS DESIGN AND ANALYSIS (3). Includes processor scheduling, multiprocessor scheduling, deadlock detection and prevention, memory management, hashing, performance directed cache design, multilevel cache hierarchies, virtual memory, demand paging, thrashing and locality, disk scheduling, distributed systems, networked environments and performance analysis based on mathematical modeling techniques. Prerequisite(s): CS 300 and MT 360A.

CS 432. OBJECT ORIENTED ANALYSIS AND DESIGN (3). Introduces the Object Oriented paradigm for systems analysis and design. Develops an Object Model for use in Object Oriented Programming Using C++. Topics include OMT object modeling, object oriented analysis and object oriented design. Prerequisite(s): MT 270 or MT 320, and CS 341. NOTE: Offered only in the School for Professional Studies.

CS 435. DATA STRUCTURES (3). Studies data organization and structure. Includes relations, graphs, trees, primitive and structured data types, arrays, records, files, fields, ordered lists, linked lists, directories, mappings, addressing schemes and complex files. Regis College prerequisite(s): CS 300 or permission of the instructor. School for Professional Studies prerequisite(s): MT 270 or MT 320, and CS 341.

CS 436. OBJECT ORIENTED PROGRAMMING USING C++ (3). Focuses on translation of Object Oriented analysis and design documents into efficient program code. Uses C++ programming to implement object oriented programming techniques. Emphasizes class inheritance, polymorphism, message passing, instantiation and data hiding. Prerequisite(s): CS 320 and CS 432. NOTE: Offered only in the School for Professional Studies.

CS 440. COMPUTER ORGANIZATION AND ARCHITECTURE (3). Introduces machine architecture through the traditional Von Neumann architectural schemes. Features traditional register-to-register transfer logic, ALU design and BUS architectures. Examines hamming codes, disk drive performance analysis, virtual storage and cache memory, pipelining, micro-code and bit-slicing. Examines several systolic architectures and their corresponding parallel processing environments. Prerequisite(s): MT 270 or MT 320, and CS 341. NOTE: Offered only in the School for Professional Studies.

CS 441. DIGITAL DESIGN THEORY AND TECHNOLOGIES (3). Studies combinational and sequential logic circuits using standard and mixed logic. Includes minimization, multiplexers, demultiplexers, plas, counters, registers, decoders, encoders, flip-flops, finite state machines, design of RISC machines, systolic architectures, nmos, pmos, CMOS, VLSI design using stick diagrams, channel routing algorithms, design for test, latch-up and fabrication techniques. Prerequisite(s): CS 300.

CS 442. DATABASE PROGRAMMING (3). Introduces the ANSI standard structured query language (SQL). Includes various extensions to the language, design and implementation of a relational database, data manipulation, joining tables, creating and using views, using subqueries, data security and integrity. Introduces a quick introduction to ORACLE™. Prerequisite(s): CS 208. NOTE: Offered only in the School for Professional Studies.

CS 443. COBOL PROGRAMMING (3). Introduces computing with a structured approach to the COBOL programming language. Includes algorithms, designing, coding, debugging, and documentation of programs. Discusses sequential processing, indexed sequential processing and COBOL subroutines. Introduces virtual storage and the use of Report Writer feature of ANSI COBOL. Prerequisite(s): CS 208. NOTE: Offered only in the School for Professional Studies.

CS 444. SOFTWARE ENGINEERING (3). Studies the different ways and techniques used for software development, testing and the methods to manage software projects. Introduces conventional methods for software engineering and object-oriented software engineering. Prerequisite(s): CS 320. NOTE: Offered only in the School for Professional Studies.

CS 445. DATABASE MANAGEMENT (3). Discusses techniques of database systems design and implementation, and physical file organization, data integrity and security techniques. Emphasizes the management of the database environment. Develops data structures in a context of database, database management and data communications. Assesses the role of the relational database in expert systems. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320. NOTE: Offered only in the School for Professional Studies.

CS 446. DATABASE DESIGN AND ANALYSIS (3). Emphasizes the relational model including a relational algebra, a relational calculus, functional dependencies, irreducible covers, normalization, database integrity, domain checking, closure, data protection, optimization of queries, distributed databases, client server systems and object oriented systems. Prerequisite(s): CS 300.

CS 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operation effectiveness, visual appeal, and concise written and oral communication skills. Cross listing: BA 447 and MCMT 447. NOTE: Offered only in the School for Professional Studies.

CS 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Introduces management of personnel and material resources for accomplishment of a project. Implements techniques for establishing goals and realistic time lines for delivery of project. Cross listing: BA 448 and MCMT 448. NOTE: Offered only in the School for Professional Studies.

CS 450. FUNDAMENTALS OF COMPUTER NETWORKS (3). Introduces the underlying concepts of data communications, telecommunications and networking. Focuses on the terminology and technologies in current networking environments. Provides a general overview of the field of networking as a basis for continued study in the field. NOTE: Offered only in the School for Professional Studies.

CS 451. DESIGN AND ANALYSIS OF TELECOMMUNICATIONS NETWORKS (3). Introduces signal processing, Fourier analysis, error detection and correction and protocol basics. Examines models based on queuing theory for systems with both loss and delay, fundamental graph algorithms emphasizing shortest path, centralized network design and related algorithms, routing, topology optimization and network reliability. Prerequisite(s): CS 300 and MT 360A.

CS 452. LOCAL AREA NETWORKS (3). Covers the latest concepts of Local Area Network (LAN) technologies. Provides a comprehensive introduction to the concepts, technologies, components and acronyms inherent in today's local networking environments. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 453. WIDE AREA NETWORKS (3). Provides a conceptual and working background of how Local Area Networks communicate over a wide area. Introduces telephony, the technology of switched voice communications. Introduces communication channels of the public switched telephone networks for data communications and how voice and data communications have become integrated. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 454. NETWORK ARCHITECTURES (3). Examines three important networking architectures in current corporate environments - TCP/IP, SNA, and DNA. Major components and functions of each of these architectures are discussed, and methods used to connect different architectures. Provides concepts which are important to the field of systems integration as well as a conceptual basis for understanding network architectures. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 455. MANAGEMENT INFORMATION SYSTEMS (3). Explores organizational and technical imperatives of the management information system. Includes a general theory for management or organization. Provides a framework for management theory, organization theory and information theory. Examines management information system technology and its physical and logical components. Introduces decision support and expert systems. Prerequisite(s): CS 341 or CS 484 (minors only), and MT 270 or MT 320. NOTE: Offered only in the School for Professional Studies.

CS 456. MANAGEMENT SCIENCE INFORMATION SYSTEMS (3). Introduces linear programming and the simplex algorithm with specific applications to transportation models and assignment models. Examines curve fitting techniques featuring least squares methodologies, exponential smoothing, regression analysis, decision theory, Bayesian analysis, game theory and project management emphasizing PERT/CPM techniques. Prerequisite(s): CS 300 and MT 360A.

CS 457. THE INTERNET (3). Familiarizes students with the operation, function, components and protocols of the Internet. Covers concepts necessary to establishing and maintaining Internet connectivity. Incorporates tools used to navigate and access information on the Internet. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 458. INTERNETWORKING DEVICES AND CONCEPTS (3). Enables networking professionals and students who already grasp the general concepts of data communications and networking to build a more detailed understanding of internetworking. Techniques and components for managing network growth, connecting disparate network architectures are presented, and solutions to internetworking problems are developed. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 460. DECISION SUPPORT SYSTEMS (3). Studies decision support systems representing recent advances in computer-based information systems. Studies how the decision support system—which is highly interactive, targets on top management, and undertakes to make relevant information available in a heuristic system from three different perspectives—differs from earlier information systems. Analyzes the historic development of information systems, and the design and the implementation of decision support systems. Assesses decision support systems from the user's perspective. Prerequisite(s): CS 341 or CS 484 (minors only) and MT 270 or MT 320. NOTE: Offered only in the School for Professional Studies.

CS 462. COMPUTER SYSTEMS PERFORMANCE ANALYSIS (3). Covers mathematical models based on queuing theory, stochastic processes, Markov chains and mean value analysis. Discusses applications to computer systems for the purpose of optimizing performance. Includes problems and a project requiring the modeling of contemporary disk technologies and system balancing techniques. Prerequisite(s): CS 300 and MT 360A.

CS 464. EXPERT SYSTEMS (3). Reviews the artificial intelligence field followed by an intense treatment of neural net theory and technologies. Also covers Hopfield networks, Boltzmann networks, back-propagation algorithms, mathematical convergence criteria, and neural net applications to classical problems such as TSP. Prerequisite(s): CS 300 and MT 360A.

CS 465. UNIX OPERATING SYSTEM (3). Explores the architecture of the UNIX operating system. Provides hands-on experience in file management, the UNIX shell, using filters, using and developing pipes, security, software development tools, text processing tools and in-depth knowledge of how these aspects are incorporated into the UNIX system. Discusses how UNIX meets its design objectives, its relative merits in comparison with other operating systems, and interoperability issues. Prerequisite(s): CS 430. NOTE: Offered only in the School for Professional Studies.

CS 466. PROTOCOL ANALYSIS (3). Enables networking professionals and students who grasp the basic concepts of networking to receive more understanding of some of the major protocols controlling the flow of information between data communication layers and cooperating processes on network nodes. Trace and analysis tools are used to analyze the frames and packets traversing a network. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 467. DESIGN AND MANAGEMENT OF ENTERPRISE NETWORKS (3). Enables networking professionals and students to analyze, design, and manage LANs and point-to-point networks. Exercises feature learning techniques used to design and analyze networks. Prerequisite(s): CS 450. NOTE: Offered only in the School for Professional Studies.

CS 477. BUSINESS PROCESSES: WORK FLOW ANALYSIS (3). Defines and describes the processes and work flows within a business, with special attention to the mode of operation and management. Defines those business processes which are conducive to automation. Cross listing: BA 477 and MCMT 477. NOTE: Offered only in the School for Professional Studies.

CS 478. BUSINESS PROCESSES: AUTOMATION AND GROUPWARE TOOLS (3). Builds on the work flow analysis completed in BA 477. "Groupware" tool is used to develop a collaborative model of business process. Prerequisite(s): CS 477 or BA 477. Cross listing: BA 478 and MCMT 478. NOTE: Offered only in the School for Professional Studies.

CS 480. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, and technical issues in developing systems. Covers strategic issues related to critical success factors. Includes information's role competition and, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Prerequisite(s): MT 270 or MT 320. Cross listing: BA 479, MCMT 480. NOTE: Offered only in the School for Professional Studies.

CS 484. TECHNICAL ASPECTS OF CIS (3). Provides an executive perspective of several technical aspects of the CIS environment. Includes hardware configurations, software classes, programming theory, file structures, technical database issues, fundamental operating systems theory and data communications basis. Emphasizes research into current publications and industry trends. NOTE: Offered only in the School for Professional Studies.

CS 485. COMPUTERS AND SOCIETY (3). Provides a terminal course for Computer Science and Computer Information Systems majors. Focuses on unplanned and unexpected social, political and economic consequences resulting from the "Information Revolution." Evaluates high technology, emphasizes computer information systems and includes the design, development and use of advanced technology. Considers unemployment, invasions of personal privacy and a posited "dehumanizing" effect. NOTE: Offered only in the School for Professional Studies.

CS 490E-W. INDEPENDENT STUDY IN COMPUTER SCIENCE (1-3). Explores areas of interest. Content to be arranged. Concludes with a written report. Prerequisite(s): Approval of Department Chair.

CS 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): Majors only and senior standing. School for Professional Studies prerequisite(s): Successful completion of eighteen (18)

upper division semester hours of Computer Science course work required.

CS 495E-W. SEMINAR IN COMPUTER SCIENCE AND INFORMATION SYSTEMS (3). An in-depth study of selected contemporary problems in the fields of computer science and information systems, with emphasis on pertinent current research. Regis College prerequisite(s): Majors only and junior standing. School for Professional Studies prerequisite(s): Senior CIS majors only.

CS 497. SEMINAR-THESIS (3). Develops independent research into selected areas of computer science, Emphasizing pertinent current advances in the technology related to business or science applications. Prerequisite(s): Senior standing. NOTE: A written thesis and defense required.

CS 498E-W. INTERNSHIP IN COMPUTER SCIENCE (3). Involves placement of advanced computer science students in industry, government or other agency. Faculty approval, supervision and evaluation of students' work required. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: 2.500 cumulative grade point average required.

CRIMINAL JUSTICE (CJ)

CJ 350. CRIMINOLOGY (3). Analyzes social, political and economic forces that shape the nature, extent and definitions of crime. Includes corporate and government crime; the relationship of racism, sexism, and drugs with crime; and imprisonment. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 350.

CJ 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law; rights of the accused; rights of privacy; criminal procedure; freedom of expression, association and religion; and equality under the law. Employs the case method. Cross listing: PS 401.

CJ 403. COURTS AND JUDICIAL PROCESS (3). Explores administration of justice emphasizing United States systems. Focuses on judicial decision making, and procedures in federal and state judicial systems. Cross listing: PS 403.

CJ 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PY 250 or SO 200. Cross listing: PY 412.

CJ 415. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice

system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or SO 200. Cross listing: PY 484.

CJ 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 416.

CJ 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 451.

CJ 452. PUNISHMENT AND CORRECTIONS (3). Provides an historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 452. NOTE: SO 350 recommended.

CJ 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, the mass media, employment opportunities, the family, the criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor. Cross listing: SO 454.

CJ 456. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: PL 452.

CJ 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses focus on issues related to crime, police the court system, punishment, social control, rehabilitation, etc. Cross listing: SO 459E-W. NOTE: SO 350 and CJ 350 Criminology recommended.

CJ 490E-W. INDEPENDENT STUDY IN CRIMINAL JUSTICE (1-3). Applies independent research in selected areas of criminal justice. Prerequisite(s): SO 350 or CJ 350, at least one upper division criminal justice course, and approval of Sociology Department Chair.

CJ 498E-W. INTERNSHIP IN CRIMINAL JUSTICE (3). Integrates practical experience and intellectual guidance based on employment or volunteer work. Prerequisite(s): SO 350 or CJ 350, at least one upper division criminal justice

course, and approval of Sociology Department Chair and Director of Experiential Education.

ECONOMICS (EC)

EC 200. INTRODUCTION TO THE AMERICAN ECONOMY

(3). Examines the history and development of the market economy and the effectiveness of relatively free markets in allocating society's scarce resources to their best uses. Discusses other economic systems and the role of government in correcting shortcomings of the market system including externalities, cyclical instability and income distribution.

EC 201. WORLD ECONOMIC ISSUES (3). Introduces the structure and process of world economic interaction and develops an understanding of the concepts and methods used to analyze world economic issues and problems. Students assess issues and ethical problems surrounding global economics and the growing interdependence of the contemporary world. NOTE: Offered only in the School for Professional Studies.

EC 320. PRINCIPLES OF MACROECONOMICS (3). Introduces macroeconomics, emphasizing the forces that determine the level of national product and national income, and the fiscal and monetary policies that are designed to influence their level. Explores the areas of public finance, money and the banking system, economic growth and international trade.

EC 330. PRINCIPLES OF MICROECONOMICS (3). Studies microeconomics, supply and demand. Examines the causes of different market structures, their influence on market conduct and performance, and issues of public policy towards a variety of different kinds of market behavior.

EC 400. COMPARATIVE ECONOMIC SYSTEMS (3). Compares and contrasts capitalism, socialism and communism. Surveys the economic systems of various countries to discover strengths, weaknesses and departures from the theoretical ideal. Includes the historical backgrounds of these various economic systems. NOTE: Offered only in the School for Professional Studies.

EC 410. MICROECONOMIC THEORY (3). Analyzes consumer behavior and market demand. Includes production and cost functions and their relationship to market supply. Evaluates various types of market structures and their impact on the economic well-being of our society. Prerequisite(s): EC 330.

EC 411. MACROECONOMIC THEORY (3). Emphasizes the determination of national income. Studies economic growth and the effects of various monetary policies and fiscal policies on general economic activity. Prerequisite(s): EC 320.

EC 420. MONEY AND BANKING (3). Studies the nature and functions of money and credit, including an understanding of the variety and growth of banking functions, and the influence on banks of Federal Reserve operations. Examines the relationships among money, interest rates, business investment needs, government borrowing and the gross national product. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 433.

EC 430. ECONOMIC HISTORY OF THE UNITED STATES

(3). Traces the history and development of the present-day United States economy. Examines the reasons for the transition from a predominantly agricultural economy to a chiefly service economy, and the effects these transitions have had on the development of the financial system, labor management relations and changes in the role of government in our economic system. Prerequisite(s): EC 320 and EC 330.

EC 431. HISTORY OF ECONOMIC THOUGHT (3). Surveys economic thinking from the 16th century to the modern era. Examines perennial problems in mixed capitalism including shortage of capital, tensions between capital and labor, between the private sector and government and between full employment and inflation. Prerequisite(s): EC 320 and EC 330.

EC 432. INTERNATIONAL POLITICAL ECONOMY (3).

Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): Both EC 320 and EC 330, and PS 205 and either PS 231 or PS 241, or permission of instructor. Cross listing: PS 432.

EC 440. LABOR RELATIONS AND ECONOMICS (3).

Examines unemployment, emphasizing its causes and possible cures. Regis College prerequisite(s): EC 320 and EC 330. School for Professional Studies prerequisite(s): EC 320 or EC 330. Cross listing: BA 440.

EC 460. BUSINESS CYCLES AND FORECASTING (3).

Examines theoretical explanations of economic growth in advanced industrial economic systems and the causes of cyclical deviations from the growth trend. Covers forecasting national income and national product aggregates and emphasizes the use of forecasting techniques. Prerequisite(s): EC 320 and EC 330.

EC 470. ECONOMIC DEVELOPMENT IN THE THIRD AND FOURTH WORLDS (3).

Studies various models/theories of economic development that traces a history of underdevelopment in the third and fourth worlds. Investigates the various barriers and problem areas in developing countries. Assesses possibilities, prospects and policies of the future.

EC 480. INTERNATIONAL TRADE (3). Focuses on the theoretical factors underlying international trade and

practical aspects of international business marketing. Covers theories of comparative advantage, government efforts to restrict and support trade, and problems encountered in international marketing. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 492. NOTE: Offered only in the School for Professional Studies.

EC 481. INTERNATIONAL ECONOMICS (3). Examines the theoretical underpinnings of international economics. Emphasizes international trade theory, trade policy, exchange rate determination, factor movements, underdevelopment, balance of payments, national income, the international financial system and institutions, and regional trading blocks. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 494.

EC 483. INTERNATIONAL FINANCE (3). Studies economic issues of international finance, including the history of international finance, fixed and flexible exchange rates, and international agencies that help stabilize international financial markets. Explores issues faced by financial managers of multinational firms. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 438. NOTE: Offered only in the School for Professional Studies.

EC 490E-W. INDEPENDENT STUDY IN ECONOMICS (1-6). Includes topics of interest not covered in regularly offered courses. Develops content under the direction of a faculty member. Prerequisite(s): Junior standing and approval of Division Director.

EC 491. PUBLIC POLICY TOWARD BUSINESS (3). Examines policies and procedures utilized by government to improve economic performance. Includes anti-trust laws and their enforcement, government regulation of prices and output in the private sector, and social regulation of business and government enterprises. Prerequisite(s): EC 320 and EC 330. Cross listing: BA 491.

EC 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical problems which arise in the business setting. Emphasizes the individual decision maker at the entry-level position versus the managerial level. Covers the various philosophical and social/psychological decision systems that can be used to resolve ethical problems. Includes case studies, role playing and guest speakers from the business community. Regis College prerequisite(s): BA 250 and Junior standing or permission of instructor. School for Professional Studies prerequisite(s): None. Cross listing: AC 495E, BA 495E and PL 495E.

EC 495F-W. SEMINAR ON CURRENT ECONOMIC PROBLEMS (3). Focuses on economic analysis of problems of current importance. Based on current problems confronting our economy. Looks into the background and effects of economic policies selected to deal with these problems. Prerequisite(s): EC 320 and EC 330 and permission of instructor.

EC 498E-W. INTERNSHIP IN ECONOMICS (3). Provides faculty-directed fieldwork opportunity. Prerequisite(s): Approval of Division Director and Director of Experiential Education. NOTE: Division of Business Regulations include relevant internship policy information for majors.

EDUCATION (ED)

ED 200. MATHEMATICS FOR ELEMENTARY EDUCATION TEACHERS (2). Focuses on the development of basic competency in mathematics. Studies place value, expanded notation, basic operations in base 10 and other bases, fractions, decimals, percents, metrics, geometric designs, square roots, etc., to gain conceptual and computational skills in mathematics. Reviews elementary mathematics to develop a basic competence. Pass/No Pass grading only. NOTE: Does not meet Core Studies requirements in Mathematics.

ED 202. EXPERIENTIAL LEARNING AND ASSESSMENT (1). Assesses experiential learning. Explores and applies theories of adult learning and learning styles to personal and work settings. Involves preparation of a learning themes paper and portfolio essay, which demonstrates student knowledge, skills and experience. Fee required. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

ED 204. INTRODUCTION TO EDUCATION IN THE UNITED STATES (3). Surveys theory and practice in American education, based on analyses of current practices and future projections, historical contributions, philosophical approaches and sociological foundations. NOTE: Assignment to a Metro Denver area school for 30 hours of field work required.

ED 205. LEARNING AS ADULTS (3). Applies adult learning theory and learning styles to curriculum design and guided independent study. Discusses issues facing adult learners in higher education, time and role management and dynamics of change. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

ED 262. LIFEWORK PLANNING (3). Focuses on identifying meaningful work across the adult life span. Includes employment research, job search techniques, skill assessment, networking, work interest, work values and skills for the future workplace. Pass/No pass grading only. NOTE: Offered only in the School for Professional Studies.

ED 302. EDUCATIONAL PSYCHOLOGY (3). Applies the principles of developmental psychology and learning theory to the education process. Stresses earning and motivation, measurable behavioral performances, qualitative and quantitative approaches to intelligence and creativity, individual differences, instructional strategies, discipline and

assessment. Prerequisite(s): ED 204 and sophomore standing. NOTE: 30 clock hours as an instructional assistant in the Metro Denver area schools required.

ED 400. CURRENT ISSUES IN EDUCATION (1). Studies the ten most critical issues in education. Includes classroom management, school dropout and retention, middle school vs. Junior high, the goals of schools, effects of various cultures on teachers, impact of cultural dysfunctions related to drugs, latchkey kids, child abuse and single parent families. Prerequisite(s): Acceptance into Education Program and junior standing. Pass/No pass grading only. NOTE: Elective for non-teacher certification students with permission of instructor.

ED 401. TEACHING THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into the regular classroom. Studies mental retardation, learning disabilities, behavior disorders, communication disorders, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Prerequisite(s): ED 204 and ED 302. Cross listing: EDS 501. NOTE: Six hours of observation or six hours of one-to-one tutoring of an exceptional student required.

ED 403. METHODS AND CURRICULUM IN READING (3). Surveys the principles and philosophies of teaching reading in the elementary school. Considers reading readiness, phonics, word analysis, comprehension, speed, individualized reading programs, reading in subject matter fields and reading for enjoyment. Prerequisite(s): ED 204, ED 302 and PY 250.

ED 404. TEACHING READING IN THE CONTENT AREAS (3). Provides insight concerning the problems teachers may encounter with reading across the curriculum. Provides alternative techniques for improving attitudes toward and abilities in reading. Prerequisite(s): ED 204, ED 302 and PY 250.

ED 417. ELEMENTARY STUDENT TEACHING (8-10). Students approved by the Committee on Teacher Education of Regis (COTER) student teach during the educational semester in an elementary school in the Metro Denver area under the direction of a cooperating teacher. Prerequisite(s): Completion of all education courses and COTER approval. Fee required. Pass/No Pass grading only. NOTE: 400 clock hours in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required.

ED 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Cross listing: PE 418.

ED 418A. METHODS OF ELEMENTARY EDUCATION I (5). Surveys methods, materials and concepts related to the teaching of the various social sciences, sciences and physical education. Combines the knowledge of contents areas emphasizing the skills and approaches pertinent to each field. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required.

ED 418B. METHODS OF ELEMENTARY EDUCATION II (5). Surveys methods and materials appropriate to teaching various language arts (spelling, handwriting, speaking, listening and grammar), mathematics (mathematical methods and content, and computers), and the creative arts (art, music and dance). Combines the knowledge of content areas emphasizing the skills and approaches pertinent to each field. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required.

ED 421. SECONDARY ENGLISH METHODS (2). Presents the materials, methods and practices in secondary English courses. Analyzes grammar, composition, the short story, the novel, drama, poetry and communications. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examine the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): ED 204 or WS 300. Cross listing: WS 423.

ED 425. SECONDARY FOREIGN LANGUAGE METHODS (2). Studies methods of teaching a foreign language (French, German or Spanish) at the secondary level. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 427. SECONDARY MATHEMATICS METHODS (2). Examines methods and materials appropriate for teaching junior and senior high school mathematics. Emphasizes classroom, small group and individualized instruction, and new curricular approaches. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 427A. SECONDARY BUSINESS METHODS (2). Examines methods and materials appropriate for teaching junior and senior high school accounting, bookkeeping, consumer law and economics. Emphasizes specific classroom applications related to non-clerical business courses. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 428. SECONDARY COMMUNICATION ARTS METHODS (2). Combines experience in the college classroom with work in the secondary schools (7-12 grades). College work based on a combination of cooperative experience with speech and education faculties. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 429. SECONDARY SCIENCE METHODS (2). Methods and materials appropriate for teaching junior and senior high school science. Attention given to classroom, laboratory, small group and individualized instruction and new curricular approaches. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 431. SECONDARY SOCIAL STUDIES METHODS (2). Adapts history, political science, economics, sociology, cultural geography, social psychology and cultural anthropology to meaningfulness within the secondary Curriculum. Presents pedagogical procedures including lecture, discussion, field trips, resource specialists and audio-visual aids. Explains integrating current events for curricular relevance. Prerequisite(s): ED 204, ED 302 and approval of Department Chair. Fee required. NOTE: 40 hours of field work required.

ED 434. SECONDARY STUDENT TEACHING (8-10). Involves second semester juniors and seniors approved by the Committee on Teacher Education of Regis (COTER) student teaching during the educational semester in a secondary school in the area under the direction of a cooperating teacher. Prerequisite(s): COTER approval. Fee required. Pass/No Pass grading only. NOTE: 400 clock hours in a school observing, assisting, planning, teaching and conferring under the direction of the cooperating teacher required.

ED 435. CURRICULUM AND INSTRUCTION (2). Prepares students for instruction in the secondary school classroom. Explores and evaluates methods of teaching, development of curricula and techniques of working with individual differences among learners. Prerequisite(s): ED 204, ED 302 and admission to the Education Department. Fee required.

ED 436. TECHNOLOGY FOR THE CLASSROOM (2). Examines a variety of new and emerging technologies and information related to these technologies. Develops an understanding of integrating technology with the use of technology in the classroom or laboratory environment. Acquaints students with the Macintosh computer and a variety of educational software packages. Co-requisite: ED 437. NOTE: Required for students seeking teacher licensure.

ED 437. TECHNOLOGY FOR THE CLASSROOM LABORATORY (1). Explores emerging technologies in a hands on laboratory environment. Co-requisite: ED 436. NOTE: Required for students seeking teacher licensure.

ED 447. CHILDREN'S AND ADOLESCENT LITERATURE (3). Studies the various genres of children's and adolescent literature. Emphasizes the history of this literature, the analysis and evaluation of its literary elements, and the analysis and evaluation of the value issues raised in the various genres. Includes the use of children's and adolescent literature in teaching.

ED 482. PHILOSOPHY OF EDUCATION (3). Focuses on several interrelated questions: What is the proper role of education in society? What is the relationship between education and oppression, and between education and liberation? How are dominant moral and political ideologies inculcated in the classroom? What is the nature of knowledge? How is it acquired? How is it best shared with others? Prerequisite(s): PL 250. Cross listing: PL 465.

ED 490E-W. INDEPENDENT STUDY IN EDUCATION (1-3). Pursues independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

ED 491E-W. RESEARCH IN EDUCATION (1-3). Pursues independent research into areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

ED 495E-W. SEMINAR IN EDUCATION (1-3). Offers seminars in current educational practices and problems. Prerequisite(s): Junior standing.

ED 498E-W. INTERNSHIP IN EDUCATION (3). Provides internships in education taken under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

EDUCATION SUMMER SCHOOL (EDS)

EDS 403/503E-W. READING/WRITING INSTRUCTION (3). Presents recent developments in reading and writing curricular theory and applications, based on the whole language philosophy of learning. Explores and evaluates materials used in literacy development in process classrooms.

EDS 407/507E-W. WORKSHOP IN READING PROBLEMS (1-3). Explores recent development in reading theory and application, including motivational and innovative techniques. Emphasizes fostering conditions needed for language learning and developing the literate environment.

EDS 411. ARTS FOR LEARNING (3). Presents materials, ideas and activities for the classroom teachers and specialists who wish to enrich their teaching through correlation of language arts and fine arts. Provides daily workshop time for participants to create teaching materials and actively exchange ideas.

EDS 412/512. SANTO CARVING: AN EXPERIENCE FOR EDUCATORS (1-3). Introduces the folk-art of Hispanic Southwest. Studies the evolution of various forms of "folk baroque" and basic woodcarving procedures. Involves designing and carving a "Santo" of choice. Includes slides and films about the history and development of "Santo" in the Southwest (northern New Mexico and southern Colorado). NOTE: Taught concurrently with FAA 471.

EDS 413. LEARNING VIA THE ARTS (3). Presents materials, ideas and activities for the classroom teacher and specialist who wish to enrich their teaching through correlation of language arts and fine arts. Provides daily workshop time for participants to create teaching materials and actively exchange ideas.

EDS 435/535E-W. WORKSHOP IN SCIENCE EDUCATION (1-3). Investigates recent developments in process science curricular theory and demonstrates hands-on classroom applications. Explores science activities and materials used in promoting science literacy in the upper elementary and middle school classroom.

EDS 442/542E-W. TOPICS IN MATHEMATICS (1-3). Explores recent developments in mathematics curricular theory and applications appropriate for the elementary classroom activities and materials (particularly manipulative) used to promote mathematic literacy in the process classroom.

EDS 451/551E-W. TOPICS IN EARLY CHILDHOOD EDUCATION(1-3). Explores recent trends in early childhood curriculum and classroom applications based on developmentally appropriate theory. Presents materials and resources used to promote process learning across content areas for the preschool through second grade teacher.

EDS 460/560E-W. TOPICS ON "AT RISK" STUDENTS (1-3). Explores recent developments in identifying and assessing students "at risk" for failure. Emphasizes presenting strategies for effective intervention on behalf of these students including the use of community-wide resources.

EDS 470/570E-W. TEACHING STRATEGIES (1-3). Explores recent developments in promoting more effective classroom teaching based on modern learning theory. Presents, evaluates and assesses several teaching models for the elementary school teacher, emphasizing coaching and mentoring.

EDS 475/575E-W. LEARNING STYLES (1-3). Presents and evaluates recent research on multiple intelligence, classroom practices that support diverse learning styles and various methodologies for developing alternative assessment models. Emphasizes specific and practical ways teachers can support and nurture diverse learning styles.

EDS 476/576E-W. WHOLE LANGUAGE STRATEGIES (1-3). Explores various techniques and practices for implementing and applying whole language philosophy in elementary and middle school classrooms. Models and demonstrates successful approaches emphasizing the use of reading and writing as tools for learning across the curriculum.

EDS 477/577E-W. TECHNIQUES IN CLASSROOM MANAGEMENT (1-3). Explores recent trends in classroom management. Presents and evaluates models of management styles and behavior which reflect the application of modern learning theory. Emphasizes mentoring support.

EDS 478. INDEPENDENT INSTRUCTIONAL DESIGNS FOR BASIC SKILL ACQUISITION I (1-3). Provides a workshop to develop specific projects in independent study format to assist (K-12) students in acquiring and/or enhancing basic skills.

EDS 479. INDEPENDENT INSTRUCTIONAL DESIGN FOR BASIC SKILL ACQUISITION II (1-3). Provides a workshop for continued development of a specific project initiated in EDS 478 or develop a new project to assist in acquiring basic skills. Prerequisite(s): EDS 478.

EDS 482/582E-W. SERVICE LEARNING INSTITUTE (1-3). Explores and assesses the integration of academic study with community service. Presents and demonstrates techniques and methodologies for tying community service to the traditional academic curriculum, and strategies for linking schools and community agencies. Community service required.

EDS 485/585E-W. WHOLE LANGUAGE LITERACY INSTITUTE (1-3). Investigates learning theory and research findings relevant to whole language philosophy. Emphasizes the applications of process learning across all content areas, and demonstrates strategies and techniques for successful classroom implementation (K-12).

EDS 488/588E-W. CURRENT ISSUES IN EDUCATION (1-3). Explores various topics in current learning theory and practice. Emphasizes process learning curricular applications and classroom implementation.

EDS 490/590E-W. INDEPENDENT STUDY FOR PROFESSIONAL EDUCATION (1-3). Provides professional educators with an opportunity for independent exploration of areas of interest not addressed in the current curriculum. Prerequisite(s): Approval of Department Chair.

EDS 501. TEACHING THE EXCEPTIONAL STUDENT IN THE REGULAR CLASSROOM (3). Focuses on philosophy and methodology of integrating exceptional children into the regular classroom. Studies mental retardation, learning disabilities, behavior disorder, communication disorder, hearing and visual impairment, physical impairment and the gifted and talented. Includes techniques and methods of diagnosis, remediation and individualization. Cross listing: ED 401. NOTE: Completion of six hours of observation or six hours of one-to-one tutoring of an exceptional student required.

ENGLISH (EN)

EN 200. ESSENTIALS OF EFFECTIVE WRITING (3). Studies the basics of grammar and punctuation, and composition of paragraphs of description, explanation, narration, causation and process. Develops methods for freewriting and brainstorming, for maintaining paragraph unity and coherence, and for critically reviewing, editing and polishing course work. Pass/No Pass grading available upon request. NOTE: Offered only in the School for Professional Studies.

EN 203. INTERMEDIATE COMPOSITION (3). Studies expository writing. May provide instruction in and require use of electronic word processors. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing skills presumed.

EN 203B. INTERMEDIATE COMPOSITION II (3). Continues the work of EN 203. More advanced study of expository writing. May provide instruction in and require use of electronic word processors. Concentrates on critical and argumentative essays of 500-1,000 words. NOTE: Reasonable competency in basic writing.

EN 210. FRESHMAN LITERATURE: INTRODUCTION TO POETRY/FICTION/DRAMA (3). Introduces the literary genres of poetry, fiction and drama. Emphasizes critical analysis and writing competence. Prerequisite(s): CCS 200 or equivalent.

EN 308(E-W)-354. CORE STUDIES IN LITERATURE (3). All 300 level literature courses (EN 308 [E-W] - 354, with the exception of EN 325) meet the Core requirements in literature and humanities, and continues to emphasize critical thinking and writing.

EN 308E-W. MULTI-CULTURAL LITERATURE (3). Seeks to balance a study of the traditionally received literary canon with literature representing the diversity in ethnic, religious, racial and/or cultural perspectives. Focuses on works representing various ethnic and/or cultural groups in America, on works representing international cultural diversity and/or on works representing the so-called "majority" viewpoint regarding cross-cultural insights and experiences. Prerequisite(s): EN 210.

EN 310. THE LITERATURE OF WOMEN (3). Examines literary works that reveal social, cultural, economic and aesthetic issues from the viewpoint of women. Surveys women's literary achievement, or focuses on a particular historical period, cultural milieu, ethnographic perspective or literary or social theme. Includes works representing various cultural perspectives. Prerequisite(s): EN 210.

EN 311E-W. THEMATIC STUDIES IN LITERATURE (3). Involves reading fiction, poetry and drama organized around a particular theme, including "Literature of the American Southwest," "Environmental Literature," or "The Literature of Social Change." Emphasizes reading, writing, speaking and listening. Prerequisite(s): EN 210 or HU 300-level course, or permission of instructor.

EN 313. DRAMA (3). Introduces drama in the Western literary tradition, emphasizing the conventions, types and literary elements of the genre. Approaches the subject from a chronological, thematic or multi-cultural perspective, and offers opportunities to improve competencies in critical thinking and writing. May include the study of plays by Sophocles, Shakespeare, Molière, Ibsen, Shaw, Beckett, O'Neill and Wilson.

EN 314. NOVEL (3). Introduces the novel and/or novella. Emphasizes the beginning and subsequent history of the genre, including a broad range of writers from American, English and Continental backgrounds. Improves writing and analytical skills. Includes study of such authors as Jane Austen, Thomas Hardy, Herman Melville, Henry James, Franz Kafka, Nathaniel Hawthorne, Ernest Hemingway and William Faulkner.

EN 315. SHORT STORY (3). Introduces short fiction drawn from a broad range of American, English and Continental writers. Emphasizes the beginning and subsequent history of the short story. Improves writing and analytical skills. Includes the works of such writers as Henry James, Nathaniel Hawthorne, Ernest Hemingway, William Faulkner, Joyce Carol Oates, James Baldwin, Kate Chopin, Jorge Luis Borges and Toni Cade Bambara.

EN 316. LYRIC POETRY (3). Introduces lyric poetry drawn from a broad range traditional and contemporary American and English poets. May include translations of poems not originally written in English. Emphasizes the specific themes, forms, and literary elements that characterize the genre. Improves competencies in critical thinking and writing. Includes study of works by such poets as Shakespeare, Donne, Wordsworth, Tennyson, Whitman, Yeats, Hughes, Lorde and Song.

EN 317. NARRATIVE POETRY (3). Introduces narrative poetry drawn from a range of traditional and contemporary American and English poets, and poetry in translation from other linguistic traditions. Emphasizes the literary forms and elements that characterize the genre. Improves competencies in critical thinking and writing. Includes study

of such poets and works as Homer, Ovid, Beowulf, Chaucer, Pope, Coleridge, Browning, Frost and Jeffers.

EN 321. MYTH AND CULTURE IN LITERATURE (3). Introduces the meaning and function of myth and its application to literature as symbol, metaphor and structure. Examines such works as Homer's *Iliad*, Christopher Marlowe's *The Tragical History of Dr. Faustus*, Shakespeare's *A Midsummer Night's Dream*, selections from Milton's *Paradise Lost* as well as modern poems and short stories using myth as reference. Prerequisite(s): EN 210 or HU 201 or HU 205.

EN 322. MYTHIC THEMES IN LITERATURE (3). Analyzes the mythic contexts of literature of merit from the 18th century, the Romantic period of the 19th century, 20th century works and works of authors representing cultural diversity. Includes the study of such works as Swift's *Gulliver's Travels*, Coleridge's *Rime of the Ancient Mariner* and T.S. Eliot's *The Waste Land*.

EN 323. AMERICAN LITERATURE SURVEY TO 1865 (3). Surveys significant works of American literature to the end of the Civil War. Examines representative authors literary works, styles and movements within a historical context. Includes authors such as Bradstreet, Poe, Hawthorne, Cooper, Emerson, Thoreau, Whitman, and Dickenson. Prerequisite(s): EN 210.

EN 324. LITERATURE SURVEY 1865 - PRESENT (3). Surveys significant works of American literature from the end of the Civil War to the present. Examines representative authors, literary works, styles and movements within a historical context. Includes authors such as Twain, James Frost, Eliot Bishop, Cather Hemingway and Morrison. Prerequisite(s): EN 210 or permission of instructor.

EN 325. ADVANCED COMPOSITION (3). Studies expository writing, concentrating on the longer critical essay, the persuasive essay and the research paper. Prerequisite(s): EN 203. NOTE: Mastery of basic rhetorical skills and an ability to write 500-word essay presumed. Offered only in the School for Professional Studies.

EN 328. WORLD LITERATURE (3). Introduces in English translation significant poetry, short stories, novels, and drama from a broad range in world literature. Emphasizes the universality and the diversity of cultures, themes, forms, structures, different literary paradigms and methods for appreciating and analyzing these literary creations.

EN 353. BRITISH LITERATURE SURVEY TO 1830 (3). Surveys significant works of British literature through the Romantic poets. Examines representative authors, literary works, styles, and movements within a historical context. Includes such works and authors as Beowulf, Chaucer, Shakespeare, Milton, Swift, Austen and Wordsworth. Prerequisite(s): EN 210 or permission of instructor.

EN 354. BRITISH LITERATURE SURVEY 1830 - PRESENT (3). Surveys significant works of British literature from the Victorians to the present. Examines representative authors, literary works, styles, and movements within a historical context. Includes such authors as Browning, Tennyson, Yeats, Woolf, Joyce, Lawrence and Lessing. Prerequisite(s): EN 210 or HU 201 or HU 205.

EN 410-498. UPPER DIVISION COURSES IN LITERATURE. Courses in this series meet requirements for the English major. They may also be taken for Core Studies credit with permission of the instructor. Each course in this series undertakes a detailed analysis of primary texts, and includes the opportunity for the student to do research in the area of study.

NOTE: Completion of three (3) semester hours in CCS 200 or equivalent and six (6) semester hours in lower division literature courses (or permission of the Department Chair) are prerequisites for all upper division English courses.

EN 410. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): CCS 200 and EN 210 or equivalent or WS 300. Cross listing: WS 410.

EN 423. THEMATIC STUDIES IN AMERICAN LITERATURE (3). Examines thematic studies in American literature. May include coordinated student programs and interdisciplinary study activities.

EN 425E-W. AMERICAN LITERATURE TO 1865 (3). Involves concentrated reading and analysis of a single them, a single author or combination of authors or single literary period or movement (e.g., Colonial Literature, Whitman and Dickenson, The American Renaissance, The Transcendentalists). Prerequisite(s): CCS 200, EN 210, 300-level literature core, or permission of the instructor.

EN 426E-W. AMERICAN LITERATURE 1865 - 1918 (3). Provides an opportunity for concentrated reading and analysis of a single them, a single author or combination of authors or a single literary period or movement (e.g., Twain, American Realism and Naturalism, Wharton, Multi-cultural Literature Before World War I). Prerequisite(s): CCS 200, EN 210 or 300-level literature core or permission of instructor.

EN 427E-W. AMERICAN LITERATURE 1918 - PRESENT (3). Involves concentrated reading and analysis of a single theme, a single author or combination of authors, or a single literary period or movement (e.g., Hemingway, Literature of the Great Depression, The Beats, The Postmodernist Novel). Prerequisite(s): EN 210 or HU 201 or HU 205 and 1 EN 300-level literature core or permission of instructor.

EN 431. CHAUCER (3). Involves the reading and analysis of *The Canterbury Tales* in the original Middle English, and similar study of other major poems by Chaucer.

EN 432. SHAKESPEARE (3). Involves the reading and analysis of the major comedies, tragedies and histories.

EN 446. THE 17TH CENTURY (3). Surveys the later Renaissance, Commonwealth and Restoration eras, including representative works of Metaphysical, Cavalier, and/or Restoration poets, the Jacobean and/or Restoration playwrights and/or the prose stylists of the period.

EN 448. MAJOR BRITISH WRITERS: 1600-1800 (3). Surveys British poetry, prose and drama from Marlowe to Blake.

EN 449. 18TH CENTURY NOVEL (3). Studies representative novels of the period, reflecting the dominant genres such as Realistic, Sentimental and Gothic.

EN 450. ROMANTICISM (3). Studies representative fiction and poetry from the first half of the 19th century.

EN 454. HISTORY AND STRUCTURE OF ENGLISH (3). Examines the development of linguistics, grammar, and semantics in their historical context to illustrate the function of language as an instrument of cultural communication and transmission. Draws relationships between language and environment, including the emergence and usage of dialect and nonstandard English. Prerequisite(s): EN 210 and 300-level literature requirements. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 455. VICTORIAN LITERATURE (3). Involves reading and analysis of such novelists as Dickens, Tackery, Eliot and Hardy; such essayists as Arnold, Ruskin, and Pater; and such poets as Tennyson, Browning, and the Pre-Raphaelites. Prerequisite(s): EN 210 or HU 201 or HU 205 and one (1) EN 300-level literature core or permission of instructor.

EN 459. MODERN NOVEL (3). Involves the reading and analysis of novels by authors from the first half of the 20th century, such as Cather, Conrad, Dos Passos, Ford, Forster, James, Lawrence, Joyce and Woolf.

EN 460. MODERN POETRY (3). Involves the reading and analysis of such major poets as Auden, Eliot, Frost, Hopkins, Pound, Stevens, Thomas, Williams and Yeats. Considers minor poets of the modern period and contemporary poets.

EN 462. CONTEMPORARY DRAMA (3). Involves the reading and analysis of 20th century plays, from realism and symbolism, through absurdism, to recent trends in drama.

EN 463. CONTEMPORARY NOVEL (3). Studies representative novels written between World War II and the present, focusing on movements and styles characteristic of

this era, and features typical of contemporary fiction and literature from its inception (e.g., Romance vs. Realism).

EN 466. LITERARY THEORY (3). Surveys the varied approaches to literary study applied by scholars, attends to the differences in textual interpretation that result from the application of these approaches and evaluates what varied theoretical approaches reveal and conceal about literary texts. Prerequisite(s): EN 210 or HU 201 or HU 205 and one (1) EN 300-level literature core or permission of instructor.

EN 474. COMPARATIVE LITERATURE: BACKGROUNDS (3). Studies significant works in English translations relative to their influence on a variety of traditions in English and American literature.

EN 480. TECHNICAL AND REPORT WRITING (3). Focuses on written communication in science, industry and business. Develops practice in a variety of forms of technical writing, including short recommendation and progress reports, laboratory or research reports, proposals and feasibility studies. Emphasizes the need to evaluate each writing task in terms of purpose and audience. Regis College prerequisite(s): None. School for Professional Studies prerequisite(s): EN 203.

EN 482A. CREATIVE WRITING: FICTION (3). Provides a workshop in fiction emphasizing discussion of students' fiction. Includes analysis and discussion of the elements of fiction and techniques used by a variety of modern and contemporary writers. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 482B. CREATIVE WRITING: POETRY (3). Provides a workshop in poetry writing emphasizing the discussion of students' poetry. Includes analysis and discussion of the elements of poetry and techniques used by a variety of modern and contemporary writers. NOTE: Does not meet Regis College Core Studies requirements in Literature.

EN 490E-W. INDEPENDENT STUDY (3). Develops independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair.

EN 492E-W. SPECIAL TOPICS IN LITERATURE (3). Involves the reading and analysis of selected topics in literature. Focuses on selected literary themes, periods, theoretical problems (e.g., After the Apocalypse, Writing in the Nuclear Age, Teaching Banned Books, The Small Town in Literature).

EN 495E-Z. SEMINAR IN LITERATURE (3). Provides an opportunity for concentration on a single theme, a single author or combination of authors in an intensive study (e.g., The Exploited Eden in American Literature, Africa in Literature, Faulkner, The Irrational in Literature). Prerequisite(s): Majors or minor only. Junior standing.

EN 496. SENIOR SEMINAR (3). Integrates specific literary works studied for the major into a broader historical and cultural context. Prerequisite(s): English majors only, or permission of instructor and Department Chair, and senior standing.

EN 498E-W. INTERNSHIP IN WRITING (3). Credit may be earned for employment in which the student is responsible for various kinds of writing and in which there is an integration of practical experience and academic guidance. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Students may obtain as many as six (6) semester hours of credit, but only three (3) semester hours may be applied to the English major.

ENVIRONMENTAL STUDIES (EH)

EH 250. PRINCIPLES OF ENVIRONMENTAL BIOLOGY (3). Introduces biological and physical principles underlying the fabric and dynamics of ecosystems. Includes evolution, biological diversity, population and ecosystem dynamics, natural resources, man and nature. Co-requisite: EH 251.

EH 251. PRINCIPLES OF ENVIRONMENTAL BIOLOGY LABORATORY (1). Provides laboratory and field experiments to accompany EH 250. Laboratory fee required. Co-requisite: EH 250. NOTE: One three-hour laboratory per week. Weekend field trips may be required.

EH 400. HUMAN CAPITAL: MAN AS RESOURCE (1-3). Studies ecological and transcultural contemporary man. Includes the ecological "niche" concept, human resource development and "work" in traditional, rural society versus modern urban society; human values in a variety of ecological settings; technological and ecological crises correlated with human development; unemployment, poverty, work hazards, and optimistic potentials of intermediate technology. Fee required. NOTE: Field trips and a weekend capstone conference required.

EH 401. ENVIRONMENTAL ECONOMICS: CONTROVERSIAL ISSUES IN POLITICS, ECONOMICS, AND ECOLOGY (1-3). Surveys controversial issues. Includes resource utilization, energy, urbanization, population crisis, technology and environmental impacts, food additives, pesticides, hazardous wastes and costs/benefits of pollution control and other indicated changes. Fee required. NOTE: Field trips and weekend capstone conferences required.

EH 402. ENVIRONMENTAL STUDIES LABORATORY (1). May be paired with any environmental studies course, with the exception of EH 490 and EH 495E-W. Laboratory fee required. NOTE: One three-hour laboratory period per week involving laboratory and field exercises.

EH 405. ENVIRONMENTAL INTERPRETATION (3). Develops techniques for exploring the natural environment as a teaching facility for environmental science, biology and education majors and for those planning to work as park naturalists or rangers. Co-requisite: EH 406. Fee required. NOTE: Weekend field trip/workshop required.

EH 406. ENVIRONMENTAL INTERPRETATION LABORATORY (1). Provides laboratory and field exercise experiments to accompany EH 405. Co-requisite: EH 405. Laboratory fee required. NOTE: One three hour laboratory period per week. Weekend field trips required.

EH 430. CONTROVERSIAL ISSUES IN SCIENCE AND ETHICS (1-3). Surveys current controversies involving bio-engineering, genetic engineering, medical ethics, artificial creation of new life forms, habitat and environmental modification or destruction and land use. Fee required. NOTE: Field trips and a weekend capstone conference required.

EH 440. MANY FACES OF POVERTY (1-3). Explores the ecology and geography of poverty, and cultural and ecological networks. Includes community ultra-structure, ecological factors fundamental to the causes and "cures" for famine, disease and poverty; renovative environmental design projects; and potential intermediate technologies and agricultural techniques. Fee required. NOTE: Field trips and a weekend capstone conference required.

EH 441. MANY FACES OF AGING (1-3). Surveys biological and ecological factors influencing the aging process. Compares transcultural, interspecific and intraspecific niches occupied by the aged members of communities and their significance. Fee required. NOTE: Field trips and a weekend capstone conference required.

EH 475. CLIMATOLOGY (3). An in-depth study of weather and effects of weather conditions. An investigation of the process of gathering weather data, compiling and forecasting future trends.

EH 480E-W. SPECIAL TOPICS IN ENVIRONMENTAL STUDIES (3). Involves an in-depth coverage of environmental or ecological topics. Addresses such topics as forestry or range ecology; parasitology and the ecology of human disease; folk medicine, folk psychiatry and pharmacology of indigenous cultures; environmental psychology and environmental toxicology. Prerequisite(s): Junior standing.

EH 490E-W. INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES (1-3). Focuses on independent research for the advanced student. Prerequisite(s): Permission of instructor and approval of Biology Department Chair.

EH 495E-W. SEMINAR IN ENVIRONMENTAL STUDIES (1). Concerns historical and contemporary themes in environmental studies and human ecology. NOTE: Offered Spring Semester.

EH 498E-W. INTERNSHIP IN ENVIRONMENTAL STUDIES (3). Develops skills related to real-life working situations in major-related field. Prerequisite(s): Approval of Biology Department Chair, Environmental Studies Director, and Experiential Education Director.

FINE ARTS

FINE ARTS: ART (FAA)

FAA 211. ART HISTORY: PREHISTORY TO THE TWENTIETH CENTURY (3). Investigates major art developments from pre-history to the 20th Century. Discusses major works, figures, and world events as they relate to human artistic expression.

FAA 215. INTRODUCTION TO ELECTRONIC IMAGING (3). Introduces students to the foundations, practice, history, and technical domain of electronic imaging and digital image processing. Esthetic, technical, social, and ethical issues regarding the practice of electronic image-making are discussed in the context of student's own electronic image-making. Course utilizes imaging programs (such as PhotoShop and Illustrator) and graphic design programs (such as PageMaker).

FAA 216. DESIGNING FOR THE WORLD WIDE WEB (3). Prepares students in all the basic aspects of web design including HTML tagging, hypertext strategies, graphic design, and electronic imaging. Discusses current practices, ethics, social implications, and esthetics implicated in the development and use of the web. Course utilizes web browsers and image editing programs.

FAA 230. TWO-DIMENSIONAL DESIGN (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 240. INTRODUCTION TO PHOTOGRAPHY (3). Develops technical skills, visual vocabulary and historical perspective to practice the art of photography. Includes photo history, aesthetics, criticism and resource gathering. Involves classroom student critiques, darkroom developing and printing of black and white photography. Examines studio problems of exposure, lighting and compositional strategies.

FAA 250. INTRODUCTION TO PAINTING (3). Uses various materials to present the fundamentals of two-dimensional perception, while encouraging individual expressive exploration.

FAA 260. INTRODUCTION TO SCULPTURE (3). Provides an extensive working knowledge of the basic three-dimensional techniques and concepts of sculpture.

FAA 270. INTRODUCTION TO DRAWING (3). Studies the fundamental principles of drawing, including recognition of the difference between visual experience of actual form and space and the transition of these experiences through various media.

FAA 400E-W. TOPICS IN MEDIA ARTS (3). Studies media-art in context of tradition, practice, technique and history. Includes landscape, documentation, the portrait, constructions and the history of photography. Provides classroom and laboratory experiences related to the selected topic. Prerequisite(s): FAA 340.

FAA 410. IMPRESSIONISM TO 1945 (3). Examines how Impressionism, a climactic expression of the 19th century, has taken place in art history as a natural inevitable development. Traces the influence of impressionism through European and American art of the first half of the Twentieth century. Prerequisite(s): FAA 211 or FAC 211 or permission of instructor.

FAA 415. CONTEMPORARY ART: 1945 TO THE PRESENT (3). Examines the shift in the art world from Paris to New York after World War II. Explores men and women artists whose work pursues a dialogue about the meaning of all media and whose lives are lived against the social, economic, political and cultural background of their times. Prerequisite(s): FAA 211 or FAC 211 or permission of instructor.

FAA 435. WOMEN IN ARTS (3). Through a broad study of works of women artists, this course examines the critical issues and the social, economic, and political conditions that have shaped the 20th century climate for women artists. The course includes a systematic study of some of the important subject-matter of art by women. Cross listing: WS 435.

FAA 442. COLOR PHOTOGRAPHY (3). Develops basic skills of color photography. Studies color theory, characteristics of color materials and the historical tradition of color photography as fine art. Prerequisite(s): FAA 340.

FAA 443. ADVANCED PHOTOGRAPHY (3). Explores the problems of practicing photographic art. Includes idea development, research and execution, current and historical criticism, and visits to local artists and galleries. Involves organizing exhibits of work, including presentation, public information and engaging with the public as audience. Prerequisite(s): FAA 340.

FAA 446 E-W. PHOTOGRAPHY STUDIO (3). Provides continues supervised studio photography practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 443 or permission of instructor.

FAA 450. ADVANCED PAINTING (3). A continuation of FAA 250. Prerequisite(s): FAA 250 or equivalent, or permission of instructor.

FAA 451E-W PAINTING STUDIO (3). Provides continued supervised studio painting practice beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 450 or permission of instructor.

FAA 460. ADVANCED SCULPTURE (3). A continuation of FAA 360. Prerequisite(s): FAA 360 or permission of instructor.

FAA 461E-W. SCULPTURE STUDIO (3). Provides continued supervised studio sculpture practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 460 or permission of instructor.

FAA 471. HISPANIC ART: SANTO CARVING (3). Introduces the folk-art of Hispanic Southwest. Studies the evolution of various forms of "folk baroque" and basic woodcarving procedures. Involves designing and carving a "Santo" of choice. Includes slides and films about the history and development of "Santo" in the Southwest (northern New Mexico and southern Colorado). NOTE: Taught concurrently with EDS 412/512.

FAA 472. ADVANCED DRAWING (3). Provides advanced level drawing in studio format with critiques and discussions of student work. Prerequisite(s): FAA 270 or permission of instructor.

FAA 474E-W DRAWING STUDIO (3). Provides continued supervised studio drawing practice for students beyond the beginning level. Involves the development of student portfolios and engaging in peer and instructor critiques. Prerequisite(s): FAA 472 or permission of instructor.

FAA 490E-W. INDEPENDENT STUDY IN ART (1-3). Explores and pursues areas of interest. Prerequisite(s): Approval of Department Chair.

FAA 498E-W. INTERNSHIP IN ART (3). Provides practical experience and intellectual guidance in an area of art. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FAA 499. SENIOR THESIS (3). Presents a public exhibition of the student's work, representative of their studio production. Prerequisite(s): Majors only.

FINE ARTS: CORE (FAC)

FAC 200. FINE ARTS CORE (3). Introduces the arts as an expression of human values in all cultures. Includes experiences in art, music and theatre, and involves the processes of creative thinking.

FAC 211. ART HISTORY SURVEY (3). Investigates major art movements from prehistory to impressionism. Discusses

major works, figures and world events related to our own time.

FAC 350. WORLD MUSIC (3). Studies musical practices of diverse cultures including instrumental and vocal styles, dance, drama and ceremonies.

FAC 351. UNITED STATES FOLK AND POPULAR MUSIC (3). Surveys various folk and popular music cultivated in the United States from the early 17th Century to the present. With an emphasis on cultural diversity that contributes to "American" music, manifested in cultural regionalism and cross-cultural developments. Students will identify, aurally recognize, and evaluate various cultural components and trends in vernacular music in the United States.

FINE ARTS: MUSIC (FAM)

FAM 200E-W. GROUP APPLIED MUSIC: VOICE (1-2). Develop awareness of how the voice works, vocal technique and how to use the voice in interpretation of various styles of music including: classical, folk, and Broadway. Performance techniques are introduced and the course concludes with an informal recital.

FAM 240. BEGINNING CLASS PIANO (1). Introduces the basics of music and piano in an ensemble setting. Prerequisite(s): Permission of instructor.

FAM 241E-W. INTERMEDIATE CLASS PIANO (1). Members perform selections of their choice, prepare program notes, improve performance skills, join in critique, and hear new repertoire. Outside concert attendance required. Not a "how to play piano" course but "how to play better!" All levels of ability beyond beginner welcome! Prerequisite(s): FAM 247E or equivalent.

FAM 246E-W. APPLIED MUSIC: VOICE (1-2). Provides individual instruction in voice. Prerequisite(s): Permission of instructor. NOTE: Participation in a voice recital required.

FAM 247E-W. APPLIED MUSIC: PIANO (1-2). Provides individual instruction in piano. Prerequisite(s): Permission of instructor. NOTE: Participation in a piano recital required.

FAM 248E-W. APPLIED MUSIC: GUITAR (1). Provides individual instruction in guitar. Accommodates any level of guitar understanding of chords and chord relationships. Advanced levels explore scales and improvisation.

FAM 270E-W. REGIS COLLEGE SINGERS (1). Explores A cappella traditions from cultures as diverse as France, Bulgaria and South Africa. Includes solo opportunities in chamber choral ensemble situations. Prerequisite(s): Permission of instructor.

FAM 448E-W. GUITAR ENSEMBLE (2). Emphasizes styles of music, dynamics, rhythm and harmonic structure in an acoustic ensemble. Prerequisite(s): FAM 248E.

FAM 490E-W. INDEPENDENT STUDY IN MUSIC (1-3). Explores areas of special interest. Prerequisite(s): Approval of Department Chair.

FAM 498E-W. INTERNSHIP IN MUSIC (3). Provides practical experience and intellectual guidance in an area of music. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FINE ARTS: THEATRE (FAT)

FAT 221. INTRODUCTION TO THE THEATRE (3). Surveys theatre, covering the history of theatre, elements of play production, acting and technical theatre. NOTE: Performance of acting scenes from a play and use of tools in basic set construction required.

FAT 302E-W. THEATER PRACTICUM (1-3). Students participate in workshops that introduce various theater practices. Semester culminates in public presentation of work.

FAT 313. HISTORY OF THE THEATRE (3). Surveys drama from ancient Greece to the contemporary period. Includes reading representative plays from selected periods, presenting an oral report on a relevant topic and writing a term paper exploring dramaturgical aspects of the theatre and the plays.

FAT 402E-W. ADVANCED THEATRE PRACTICUM (1-2). Provides advanced work in acting, directing or technical theatre on a play produced by Regis University Theatre. Specific assignments arranged with the instructor. Prerequisite(s): FAT 221 and permission of instructor.

FAT 498E-W. INTERNSHIP IN THEATRE (3). Provides practical training in acting, directing and technical theatre. Includes written requirements stipulated by the instructor. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

FRENCH (FR)

NOTE: All 400-level French courses are taught exclusively in French.

FR 205A. FRENCH REVIEW I (2). Reviews French for those students having high school experience with the language. Prerequisite(s): Placement by department.

FR 205B. FRENCH REVIEW II (2). Reviews French for those students having broad high school exposure to the language. Prerequisite(s): Placement by department.

FR 209A. ELEMENTARY FRENCH I (4). Studies the essentials of grammar and oral drill, dictation, reading of elementary and intermediate texts, conversation and written exercises. NOTE: Minimum of one hour language laboratory each week in addition to four class meetings required.

FR 209B. ELEMENTARY FRENCH II (4). A continuation of FR 209A. Prerequisite(s): FR 209A or equivalent.

FR 299E-W. MAINTAINING FRENCH (1). Involves conversation based on short readings about current events and other topics selected by the professor and students. Provides an informal format and develops language skills for any year of academic interest. Prerequisite(s): FR 209B or equivalent. NOTE: Does not meet Regis College Core Studies requirements in French.

FR 309A. INTERMEDIATE FRENCH I (3). Provides intensive study in current idiomatic French. Develops accuracy and proficiency in the use of the language with a thorough review of grammar. Includes reading of intermediate and semi-advanced texts. NOTE: Minimum of one hour language laboratory a week in addition to three class meetings required. Prerequisite(s): FR 209B or equivalent.

FR 309B. INTERMEDIATE FRENCH II (3). A continuation of FR 309A. Prerequisite(s): FR 309A or equivalent.

FR 409A. ADVANCED FRENCH I (3). Studies oral and written French, emphasizing conversation and spoken ability, and French civilization and literature. Prerequisite(s): FR 309B or equivalent.

FR 409B. ADVANCED FRENCH II (3). A continuation of FR 409A. Prerequisite(s): FR 409A or equivalent.

FR 415. FRENCH POLITICS AND CIVILIZATION (3). Analyzes the political and cultural evolution of the French nation from its earliest beginnings to the present.

FR 423. TRANSLATION, INTERPRETATION AND COMPOSITION (3). Provides practice in advanced composition, translation and stylistic analysis in French. Develops grammar, vocabulary and analytic skills in a contemporary and realistic context. Prerequisite(s): FR 309B or equivalent.

FR 426. ADVANCED FRENCH CONVERSATION (1). Involves conversation based on contemporary French political and social issues. Prerequisite(s): FR 309B.

FR 430A. SURVEY OF LITERATURE I (3). Studies French literature from the medieval period to the 17th century. Prerequisite(s): FR 409B or equivalent.

FR 430B. SURVEY OF LITERATURE II (3). Studies French literature from the 18th to 20th centuries. Prerequisite(s): FR 409B or equivalent.

FR 431. FRENCH CLASSICAL PERIOD (3). Studies representative works of the 17th century. Prerequisite(s): FR 409B.

FR 433. THE AGE OF ENLIGHTENMENT (3). Studies representative works of the 18th century. Prerequisite(s): FR 409B or equivalent.

FR 435. THE 19TH CENTURY (3). Studies representative works of the 19th century. Prerequisite(s): FR 409B or equivalent.

FR 437. THE 20TH CENTURY I (3). Studies French novels and poetry of the present period. Prerequisite(s): FR 409B or equivalent.

FR 438. THE 20TH CENTURY II (3). Studies French theatre and critical theory of the present period. Prerequisite(s): FR 409B or equivalent.

FR 495E-W. SEMINAR IN FRENCH STUDIES (3). Provides an intensive study of individual authors, works, periods or literary movements. Prerequisite(s): Majors only or permission of instructor.

FR 496E-W. SENIOR PROJECT (1-3). Offers a capstone experience for senior French majors. Involves related readings in French and a report written in French. The senior oral comprehensive examination is a requirement. Prerequisite(s): Majors only and senior class standing. NOTE: Course content, reading lists and semester hours are individually contracted between student and instructor.

FR 499. SENIOR SEMINAR (1). Based on courses previously taken and a reading list received when accepted by the department as a language major. Prerequisite(s): Permission of instructor. NOTE: Future departmental recommendations based on successful completion of the course.

GEOGRAPHY (GY)

GY 300. PRINCIPLES OF GEOGRAPHY (3). Studies the influence of geographic factors on the development of Western civilization; the interrelations of physical features, resources and people; including historical, political and economic implications.

GEOLOGY (GE)

GE 201. PHYSICAL GEOLOGY (3). Introduces physical geology, Earth materials, history of the Earth, geophysics and geochemistry. Examines the topography and structural features of the Earth, soils, and soil formation and the geological processes involved in their development. Regis College Co-requisite: GE 202. School for Professional

Studies Co-requisite: None. Regis College NOTE: Designed primarily for Environmental Studies majors and those interested in natural history.

GE 202. PHYSICAL GEOLOGY LABORATORY (1). Field and indoor laboratory studies include the recognition of common rocks and minerals, soil analysis, interpretation and use of topographic maps and dynamics of processes that shape landscapes. Regis College Co-requisite: GE 201. Fee required. NOTE: One three-hour laboratory per week. Field trips to sites of geological interest in Colorado required.

GERMAN (GR)

NOTE: All 400-level German courses are taught exclusively in German.

GR 209A. ELEMENTARY GERMAN I (4). Provides an intensive review of basic grammatical structures and conversation. NOTE: Minimum of one hour language laboratory each week in addition to four class meetings required.

GR 209B. ELEMENTARY GERMAN II (4). A continuation of GR 209A. Prerequisite(s): GR 209A or equivalent.

GR 309A. INTERMEDIATE GERMAN I (3). Provides an intensive review of current idiomatic German and grammatical structures, developing accuracy and proficiency in the use of the language. Involves readings of prepared illustrative texts. Prerequisite(s): GR 209B or equivalent. NOTE: Minimum of one hour language laboratory each week in addition to three class meetings required.

GR 309B. INTERMEDIATE GERMAN II (3). A continuation of GR 309A. Prerequisite(s): GR 309A or equivalent.

GR 495E-W. SEMINAR IN GERMAN STUDIES (3). Provides intensive study of individual authors, works, periods or literary movements. Prerequisite(s): Permission of instructor.

GREEK (GK)

GK 201A. INTRODUCTORY GREEK I (3). Studies the grammar, syntax and vocabulary of Homer.

GK 201B. INTRODUCTORY GREEK II (3). A continuation of GK 201A. Prerequisite(s): GK 201A.

GK 490E-W. INDEPENDENT STUDY IN GREEK (3). Provides independent exploration of topics of interest by Greek authors. Prerequisite(s): Approval of Department Chair.

HEALTH CARE ADMINISTRATION (HCA)

HCA 312. INTRODUCTION TO HEALTH CARE SERVICES (3). Examines health services in the United States and indicators and predictors of health services utilization. Includes an overview of health services providers and of methods for assessing and regulating the system, and discusses national health policy. Cross listing: HIM 312 and MI 312.

HCA 350. PRINCIPLES OF ACCOUNTING FOR HEALTH CARE FACILITIES (3). Introduces basic accounting principles with specific applications to health care environments. Includes management's use of accounting and financial statement analysis.

HCA 380. PROFESSIONAL COMMUNICATION IN HEALTH CARE SETTINGS (3). Explores interpersonal and group communication processes emphasizing team work, group dynamics and interdepartmental relationships. Emphasizes effective communication skills for dealing with physicians, patients, families, and other internal and external parties. Develops a working knowledge of critical thinking and problem resolution skills.

HCA 423. MEDICAL LEGAL CONCEPTS (3). Discusses the legal field related to the medical field and the interrelationships between health care facilities, physicians and patients. Emphasizes confidentiality privacy rights and privileged information. Addresses the legal impact of regulating bodies such as OSHA, CDC, etc. Analyzes legal cases in order to apply legal standards. Cross listing: HIM 423 and MI 423.

HCA 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Studies the impact and requirements of joint commission (JCAHO) regulations on facility-wide quality improvement initiatives and explores total quality management (TQM) and continuous quality improvement (CQI) principles. Investigates the values of self-directed work teams in problem resolution within and across departments, and the use of statistical methods. Cross listing: HIM 425 and MI 425.

HCA 428. HEALTH CARE ECONOMICS (3). Examines the costs and funding of health care from a national perspective including insurance issues, percentage of gross national product, diagnosis related groups (DRG), federal regulations, Medicare and Medicaid requirements, marketing of health care services, allocation of resources and shared services.

HCA 432. CURRENT TOPICS IN HEALTH CARE LEADERSHIP (3). Introduces current concepts of leadership and organizational behavior as applied in the health care setting. Emphasizes exploration of leadership theory, new management concepts and practices and the impact of

group and individual behavior on the organization. Includes leadership skills versus management skills, team development, systems theory and organizational culture. Cross listing: HIM 432 and MI 432.

HCA 435. MANAGEMENT PRINCIPLES IN HEALTH CARE SETTINGS (3). Discusses comprehensive coverage of managerial principles applicable to health care environments through a study of the fundamental functions of management. Explores effective leadership qualities including motivation, coaching, counseling and conflict resolution skills. Discusses personality types, theory X, Y, Z and the use of various management styles.

HCA 450. COMPUTERIZED HEALTH INFORMATION SYSTEMS (3). Reviews health information systems related to the needs of health care activities, including administrative, financial, clinical and decision support services. Emphasizes terminology, systems analysis and design, organizing and evaluate requests for proposals, and strategic planning for integrating facility wide systems and networks. Discusses standards development, such as Health Level 7(H-7) and Computerized Patient Records (CPR). Prerequisite(s): CS 200 or equivalent. Cross listing: HIM 450 and MI 450.

HCA 452. HUMAN RESOURCE MANAGEMENT IN HEALTH CARE SETTINGS (3). Covers the nature and challenge of personnel management including specific skills and issues of social responsibility. Includes specific training in recruitment, interviewing, performance appraisal and retention of health care employees. Emphasizes EEOC, affirmative action, sexual harassment, substance abuse and disciplinary action.

HCA 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HIM 460 and MI 460.

HCA 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HCA 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HCA 460. The student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): HCA 460. Majors or Minors only. Cross listing: HIM 461 and MI 461. NOTE: Approval of Department Director or prerequisite required.

HCA 465. FINANCIAL PLANNING AND MANAGEMENT IN HEALTH CARE SETTINGS (3). Provides an overview of accounting principles with participation in development of a departmental budget proposal utilizing facility-wide budgeting requirements. Includes negotiation of budget requests for personnel, equipment, expansion, renovation, or conversion planning and strategic planning for forecasting and projecting budget demands. Prerequisite(s): HCA 350 recommended.

HCA 480. HEALTH CARE ADMINISTRATION CAPSTONE (3). A comprehensive course designed to provide the student an opportunity to apply multiple elements of other courses as they relate to the management of health care organizations. Emphasizes strategic planning, project management, operations analysis, current trends in management and health care organizations and managing stakeholders. Prerequisite(s): Majors and minors only and Senior standing.

HCA 485. ADMINISTRATIVE INTERNSHIP (3-6). Provides the student an opportunity to observe and participate in management activities in a health care setting. Emphasizes ability to complete assigned projects, gain an overview of the facility and participate in a wide variety of functions including budgeting, human resource management, project management and quality improvement activities. Prerequisite(s): Majors only and permission of Department Director. Liability insurance fee required.

HCA 490E-W. INDEPENDENT STUDY IN HEALTH CARE ADMINISTRATION (1-3). Offers an opportunity for a focused course of study within a specific practice area of health care administration under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): All lower level Health Care Administration courses. Majors or minors only. NOTE: Approval of Department Director or prerequisite required.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 312. INTRODUCTION TO HEALTH CARE SERVICES (3). Examines health services in the United States and indicators and predictors of health services utilization. Includes an overview of health services providers and of methods for assessing and regulating the system, and discusses national health policy. Cross listing: HCA 312 and MI 312.

HIM 313. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (3). Introduces the health care record, from inception to completion. Emphasizes form and content, and

regulations impacting the health care record or the uses of computerization and other technology. Examines medical record department functions.

HIM 320. FUNDAMENTALS OF HUMAN DISEASE (3). Introduces clinical medicine, stressing the relationship between the human organism and disease processes, including diagnosis and treatment.

HIM 350. DISEASE CLASSIFICATION / REIMBURSEMENT SYSTEMS I (3). Introduces the development and use of various disease classification systems and reimbursement regulations. Emphasizes ICD-9 coding and the diagnosis related groups (DRG) system for inpatient reimbursement. Explores coding management issues. Prerequisite(s): BL 244, BL 246 and HSC 310.

HIM 351. DISEASE CLASSIFICATION / REIMBURSEMENT SYSTEMS II (3). A continuation of HIM 350. Emphasizes CPT-4 coding and outpatient reimbursement systems. Explores coding management issues. Prerequisite(s): HIM 350.

HIM 385. DIRECTED PRACTICE (2-3). A clinical affiliation assigned no earlier than the end of the junior year. Provides an overview of department functions and improves skills through hands-on experience. Liability insurance fee required. NOTE: Students must document evidence of 120 clock hours of clinical activities.

HIM 423. MEDICAL LEGAL CONCEPTS (3). Discusses the legal field in relation to the medical field and the interrelationships between health care facilities, physicians and patients. Emphasizes confidentiality, privacy rights and privileged information. Addresses the legal impact of regulating bodies such as OSHA, CDC, etc. Analyzes legal cases in order to apply legal standards. Crosslisting: HCA 423 and MI 423.

HIM 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Studies the impact and requirements of joint commission (JCAHO) regulations on facility-wide quality improvement initiatives and explores total quality management (TQM) and continuous quality improvement (CQI) principles. Investigates the values of self-directed work teams in problem resolution within and across departments, and the use of statistical methods. Crosslisting: HCA 425 and MI 425.

HIM 432. CURRENT TOPICS IN HEALTH CARE LEADERSHIP (3). Introduces current concepts of leadership and organizational behavior as applied in the health care setting. Emphasizes exploration of leadership theory, new management concepts and practices, and the impact of group and individual behavior on the organization. Includes leadership skills versus management skills, team development, systems theory and organizational culture. Crosslisting: HCA 432 and MI 432.

HIM 450. COMPUTERIZED HEALTH INFORMATION SYSTEMS (3). Reviews health information systems related to the needs of health care activities including administrative, financial, clinical and decision support services. Emphasizes terminology, systems analysis and design, organizing and evaluating requests for proposal, and strategic planning for integrated facility-wide systems and networks. Discusses standards development such as Health Level 7 (H-7) and the Computerized Patient Record (CPR). Prerequisite(s): CS 200 or equivalent. Cross listing: HCA 450 and MI 450.

HIM 455. HEALTH INFORMATION RESOURCE MANAGEMENT (3). Explores skills necessary to identify information needs and uses through techniques of data flow analysis, data mapping and assessment of the continuum of data integrity. Presents highly technical topics in a format accessible for non-information technology professionals. Topics include current industry trends and the impact on health information managers, technical elements of database structure and management, components of a comprehensive information management plan, including database inventory, data dictionary, data integrity, and data security. Prerequisite(s): CS 200 or equivalent.

HIM 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HCA 460 and MI 460.

HIM 461. RESEARCH IN HEALTH SERVICES (3). A continuation of HIM 460. Student works independently under the direction of an assigned instructor to refine the research proposal developed in HIM 460. Student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): HIM 460. Majors only. Permission of director. Cross listing: HCA 461 and MI 461. NOTE: Approval of Department Director or prerequisite required.

HIM 480. ADMINISTRATION OF HEALTH INFORMATION MANAGEMENT SERVICES (3). Emphasizes principles of health records administration encompassing planning, controlling, actuating and organizing. Prerequisite(s): Senior standing.

HIM 485. MANAGEMENT PRACTICUM (2-3). At the end of the senior year, students are assigned to health care facilities or other approved nontraditional health related environments. Emphasizes ability to act independently, complete assigned management projects, gain an overview of the department and its interrelatedness to the other units

in the facility. Demonstration of management potential is expected. Liability insurance fee required.

HIM 490E-W. INDEPENDENT STUDY IN HEALTH INFORMATION MANAGEMENT (1-3). Offers an opportunity for a focused course of study within a specific practice area of health information management under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): Senior standing. Majors only. Permission of director.

HEALTH SCIENCES (HSC)

HSC 250. COMPUTER CONCEPTS/APPLICATIONS FOR HEALTH CARE PROFESSIONALS (3). Explores basic theory and practical application of various software programs emphasizing applications typically utilized in health care settings: wordprocessing, databases, spreadsheets, presentation packages and health care related internet resources. Course is taught in a laboratory environment with extensive hands-on experience.

HSC 310. MEDICAL TERMINOLOGY (3). Provides intensive study in the language used in the health care field. Includes the use of prefix, suffix and root words. Focuses on the assimilation of this information through medical reports and readings on disease processes.

HSC 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, psychological, cultural, economic, political, sociological, and spiritual factors that influence women's health over the life span. Prerequisite(s): Junior standing. Cross listing: WS 401. NOTE: Not for Nursing majors.

HISPANIC STUDIES (SP)

(See Spanish section.)

HISTORY (HS)

HS 213. SURVEY OF WESTERN CIVILIZATION TO 1600 (3). Studies the evolution of western civilization from the beginnings of civilization through the period of the Reformation. Emphasizes concepts and institutions that have played major roles in the evolution of Western

civilization. Includes major themes on the formation of the great religions which have influenced the West, Classical culture, the Middle Ages, the Renaissance and the Reformation.

HS 214. SURVEY OF WESTERN CIVILIZATION SINCE 1600 (3). Traces the evolution of modern western civilization, and those events and institutions that have had a decisive influence on modern Western culture. Includes major themes on absolutism, the Enlightenment, the French Revolution, the great wars of the 20th century and the ideologies of the modern world.

HS 223. HISTORY OF THE UNITED STATES TO 1877 (3). Surveys the development of United States civilization from the era of discovery, exploration and settlement to the end of the Reconstruction.

HS 224. HISTORY OF THE UNITED STATES SINCE 1865 (3). Studies the evolution of modern industrial United States from the end of the Civil War to the present.

HS 231. WORLD HISTORY TO 1500 (3). Investigates the roots of the modern world through the origins and evolution of the major world cultures and civilizations, the Middle East, India, China and the Americas, through classical civilizations and Europe.

HS 232. WORLD HISTORY SINCE 1500 (3). Traces the origins of an interdependent world through investigation of modern history in a global context. Examines how Europe, relatively insignificant in 1500, came to dominate the globe by 1900. Includes nationalism, decolonization, the Cold War and the end of bipolarity.

HS 253. SURVEY OF ASIAN HISTORY TO THE 19TH CENTURY (3). Surveys the history of East Asia (China, Japan, and Korea) from earliest times to the arrival of Western imperialism.

HS 254. SURVEY OF ASIAN HISTORY SINCE 1850 (3). Provides an overview of East Asia (China, Japan, and Korea) during modern times, emphasizing cultural developments, modern institutions, increased trade, industrialization, imperialistic intrusions, destructive warfare and burgeoning population.

HS 330. HISTORY OF COLORADO (3). Surveys Indian, Spanish, French and United States influences; the impact of traders, trappers, miners, cattlemen and farmers; the creation and organization of the Territory; the movement for statehood and the problems of a rapidly growing commonwealth. NOTE: Offered concurrently with HS 430. Not available to students who have completed HS 430.

HS 407. JESUS WITHIN JUDAISM I (3). Provides an historical introduction to the social, political and cultural milieu of 1st century Judaism and the relationship of Rabbi Yeshua ben Yoseph (Jesus) to the Judaism of his time. Cross listing: RS 407. NOTE: Offered only in the School for Professional Studies.

HS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: WS 420.

HS 421. THE BIRTH OF THE UNITED STATES REPUBLIC (3). Studies the formation of the United States from the Treaty of Paris of 1763, the American Revolution, the Confederation to the ratification of the Constitution in 1788.

HS 424. JESUS WITHIN JUDAISM II (3). A continuation of Jesus Within Judaism I. Cross listing: RS 424. NOTE: Offered only in the School for Professional Studies.

HS 425. THE CIVIL WAR AND RECONSTRUCTION: 1848-1877 (3). Summarizes the history of the United States. Includes the war with Mexico (1840s), the presidencies of Abraham Lincoln and Jefferson Davis, the prosecution of the war between the states, the diplomacy of both the union and the confederate governments, the politics of emancipation and reconstruction policy. Provides an overview of the ongoing efforts of historians to evaluate and interpret this era.

HS 426. THE AGE OF ENTERPRISE, 1865-1917 (3). Studies the United States from the end of the Civil War to World War I, emphasizing transportation, industrial expansion, the rise of organized labor, populism and progressivism and the growth of American power.

HS 427. 20TH CENTURY UNITED STATES, 1917-1945 (3). Studies the history of the United States from intervention in World War I to the end of World War II, emphasizing the Depression and the New Deal.

HS 428. UNITED STATES HISTORY, 1945 TO THE PRESENT (3). Studies recent events and trends in the United States since the end of World War II.

HS 430. HISTORY OF COLORADO (3). Surveys Indian, Spanish, French and United States influences; the impact of traders, trappers, miners, cattlemen and farmers; the creation and organization of the Territory; the movement for statehood and the problems of a rapidly growing commonwealth. Prerequisite(s): Junior standing. NOTE: Offered concurrently with HS 330. Not available to students who have completed HS 330.

HS 436. ECONOMIC HISTORY OF THE UNITED STATES (3). Studies the transition from a predominantly agricultural economy to a predominantly industrial economy, and of the social and political problems generated by this change.

HS 437. THE WEST IN UNITED STATES HISTORY (3). Includes an inquiry into the influence of the West on United States history, the settlement of the western regions, problems of frontier transportation and finance, and the organization of new government entities.

HS 438. DIPLOMATIC HISTORY OF THE UNITED STATES (3). Surveys the evolution of United States foreign policy and traditional goals emphasizing 20th century diplomacy.

HS 439E-W. TOPICS IN UNITED STATES HISTORY (1-3). Provides an in-depth study of a particular area of United States history. May include a history of the Southwest in United States history, a history of southern Colorado and northern New Mexico, a comparative history of wars fought by the United States and a history of presidential elections in the United States.

HS 440. LATIN AMERICAN HISTORY (3). Surveys Latin American nations, emphasizing the pre-Columbian civilization and the periods since independence. Focuses on Mexico.

HS 442. HISPANIC CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Emphasizes historical and cultural developments. Includes Moorish culture, the Reconquista, the Catholic kings, economic and political decline, the Bourbon reforms and the Spanish Civil War.

HS 447. ISLAMIC CIVILIZATION (3). Examines the origins, rise, and geographic expansion of Islam and the elaboration of an Islamic culture and civilization within the socioeconomic, religious and political context of the Middle East, using primary sources and analytical studies.

HS 450. TECHNOLOGY AND SOCIAL CHANGE (3). Examines interplay of technological developments and social change in world history. Includes case studies of technologies and their effects on social, political, and economic life; cultural interaction; and international development issues. NOTE: Offered only in the School for Professional Studies.

HS 451. HISTORY OF PREMODERN JAPAN (3). Traces themes from earliest times into the Tokugawa period. Examines Shintoism, Buddhism, Chinese influences, the Japanese genius for adaptation, the rise of the samurai class, cultural advances and institutional and social developments that grounded the modern transformation. Prerequisite(s): Junior standing or permission of instructor.

HS 452. HISTORY OF MODERN JAPAN (3). Studies Japan's attempts, beginning in the mid-19th century, to face the Western challenge, internal reforms, the Meiji restoration of the emperor, the astounding efforts at modernization, involvement with imperialism and war, adventures in China, the struggle at home between the forces of militarism and democracy, the Pacific war and occupation and the economic miracle. Prerequisite(s): Junior standing or permission of instructor.

HS 454. HISTORY OF MODERN CHINA (3). Examines the institutions and developments of the late 19th and 20th centuries. Includes the Self-Strengthening Movement, Western imperialism, the transformation of the gentry and peasant classes, the use of revolutions, the rise of the

Communist and Nationalist parties, the Maoist cult, the Cultural Revolution and subsequent developments. Prerequisite(s): Junior standing or permission of instructor.

HS 457. THE PACIFIC WAR: THE ROAD TO PEARL HARBOR AND NAGASAKI (3). Sorts out and evaluates the many interpretations of the war. Relying on books and/or films, traces the struggle between Japan and the United States, emphasizing Japan. Examines imperialistic military adventurism versus liberal democracy. Studies Japanese and American goals and diplomacy over issues in the western Pacific, the domestic implications for Japan and the impact of the war on Japanese society. Prerequisite(s): Junior standing or permission of instructor.

HS 458. EUROPE IN THE MIDDLE AGES (3). Traces the origin and evolution of European civilization in a regional and global context from late Roman times to Columbus. Compares and contrast Northern, Mediterranean and Eastern Europe including Byzantium.

HS 462. RENAISSANCE AND REFORMATION, 1350-1650 (3). Studies the transition from medieval to modern European history emphasizing intellectual, religious and scientific developments. Includes the Italian Renaissance, the Reformation, and the rise of strong national monarchies.

HS 463. THE AGE OF ENLIGHTENMENT (3). Studies the political, economic, social, religious and intellectual world of Europe from the Reformation to the French Revolution.

HS 464. 19TH CENTURY EUROPE, 1789-1914 (3). Studies the great age of European dynamism emphasizing political and economic events. Includes the French Revolution, industrialization, the rise of the working class, Marxism, unification of Italy and Germany, nationalism, the New Imperialism and the origins of World War I.

HS 465. EUROPE SINCE 1914 (3). Studies the transformation of Europe following World War I emphasizing economic, political and ideological developments. Includes World War I, Versailles, the rise of totalitarianism, World War II, the collapse of the European empires and the loss of European preeminence.

HS 468. MODERN GERMAN HISTORY (3). Studies the course of German history from 1815 to 1945. Emphasizes the age of revolution, the evolution of German nationalism, the unification movement, Bismarck and Imperial Germany, the First World War and Versailles, the Weimar Republic, Hitler and the Third Reich and Germany's involvement in World War II. Also emphasizes the origins of the Third Reich. Prerequisite(s): HS 214 or permission of instructor.

HS 469E-W. TOPICS IN EUROPEAN HISTORY (3). Provides an in-depth analysis of topics such as economic and social history, women and gender, or religion, and the Cold War.

HS 475. ANCIENT NEAR EAST AND MEDITERRANEAN (3). Compares the origins and development of the riverine civilizations of Mesopotamia and Egypt and the area of the eastern Mediterranean which they came to dominate. Includes the origins and development of classical Greek and Roman civilization to the rise of Islam.

HS 477. THE MODERN MIDDLE EAST (3). Surveys the Ottoman Empire and Iran from the beginning of their incorporation into the world economy through the rise of rival nationalisms and imperialisms, the postwar division into nation states, the Arab-Israeli conflict, the Cold War, and international oil industry.

HS 479E-W. TOPICS IN MIDDLE EASTERN HISTORY (1-3). Provides an in-depth analysis of a Middle Eastern issue. Includes such topics as Inter-Arab political relations, nationalism and imperialism, political economy, women and gender, and recurring crises in the Middle East.

HS 482. THE ARAB-ISRAELI CONFLICT (3). Explores developments of the conflict within the framework of rival nationalisms and imperialisms. Examines the history of Zionism and Arab nationalism and traces their competing claims through the demise of the Ottoman Empire, British Mandate, State of Israel, Arab-Israeli wars and the Gulf Crisis.

HS 483E-W. MODEL LEAGUE OF ARAB STATES (3). Provides a participatory simulation experience in international relations. Students represent a particular Arab state, serve on one of five committees, and attend a 3-4 day Model League in Colorado and/or elsewhere. Arab states covered vary with each offering.

HS 489E-W. TOPICS IN EAST ASIAN HISTORY (3). Provides an in-depth analysis of a significant East Asian problem. Content varies from year to year. May include the communist revolution in China, the Meiji Restoration, the Nanjing (Nationalist) Decade in China, Japanese democracy in the inter-war years, the Korean War or imperialism in East Asia. Prerequisite(s): Junior standing or permission of instructor.

HS 490E-W. INDEPENDENT STUDY IN HISTORY (1-3). Offers an opportunity for independent exploration of areas of interest under the direction of a department member. Prerequisite(s): Approval of Department Chair.

HS 495E-W. SEMINAR IN HISTORY (3). Focuses on the application of research methodology appropriate to the seminar topic. Prerequisite(s): Permission of instructor.

HS 498E-W. INTERNSHIP IN HISTORY (3). Provides practical experience in applied history. Students are placed according to their interest at national archives, museums, historical societies, public interest groups, nonprofit organizations, international businesses and publishers, at the local, regional, national or international level.

Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: 10-20 hours per week required.

HONORS (HO)

HO 300. INTELLECTUAL NETS AND NETWORKS (1). Examines techniques for classifying information into periods, schools of thought, academic disciplines and ideologies. Provides students the logical means of grasping information outside their particular area of expertise through the reading of primary source essays in a variety of disciplines.

HO 328E-W/428E-W. ECONOMY AND TECHNOLOGY (3). Provides a concentrated study of the provision and distribution of the materials that shape our lives and compares our present situation with that of our contemporaries elsewhere, and with societies at other times in human history.

HO 338E-W/438E-W. NATURE AND THE COSMOS (3). Investigates how the human mind relates to the physical universe and shows how scientific discovery relates to the culture in which it takes place.

HO 348E-W/448E-W. PERSONAL VALUE (3). Provides a concentrated study of the development of values and ideals. Explores aesthetic, ethical and social values; how these interrelate; how we judge their appropriateness and completeness; and the psychological processes at work in values acquisition.

HO 368E-W/468E-W. TRANSCENDENCE / ULTIMACY (3). Focuses on the major ways in which human beings have understood the Divine, the Good, the One. Includes inquiry into the origin and nature of the human quest for transcendence and the study of the major issues raised about traditional understandings of the transcendent by the modern world.

HO 378E-Z/478E-Z. THE POLIS (3). Analyzes major theoretical statements and literary models of how human society might best be organized, and some major historical examples of how social organization has been achieved.

HO 490E-W. INDEPENDENT STUDY IN HONORS (1-3). Offers an opportunity to explore an idea, issue, problem or project from an interdisciplinary perspective with the consent and collaboration of an instructor. Prerequisite(s): Approval of Director of the Honors Program.

HO 493. HONORS SYMPOSIUM (1). Students prepare the honors thesis produced in HO 499 for presentation in a defense or a symposium. Students submit abstracts, put documents in final bound form, prepare theses for submission to the library archive and make a public presentation of their work. Public presentations may be in the form of a traditional thesis defense or participation in a

symposium panel. Prerequisite(s): HO 499 and senior standing.

HO 499. HONORS THESIS (2). Provides the final step in the Honors Program. Students meet regularly to act as a guiding committee for individual honors projects devised by the students in consultation with the director. The program director acts as coordinator for the thesis project. Prerequisite(s): Senior standing.

HUMANITIES (HU)

HU 201. HUMANITIES COLLOQUIUM: LITERATURE (3). Surveys literature expanding ancient Greek texts to 20th century writers. Explores literary ideas in the context of world views. Co-requisite: HU 203. Prerequisite(s): Approval of Honors Program Director.

HU 203. HUMANITIES COLLOQUIUM: ART HISTORY (3). Examines art from prehistory to the 20th century. Explores these works and ideas in the context of world views. Co-requisite: HU 201. Prerequisite(s): Approval of Honors Program Director.

HU 204. HUMANITIES THROUGH THE ARTS: PRE-HISTORY TO RENAISSANCE (1550) (3). Provides a values-based historical survey of arts in the western world. Studies important works of painting, sculpture, architecture, literature, music and dance from the classical period through the 19th century, emphasizing the understanding of artistic styles and values. NOTE: Offered only in the School for Professional Studies.

HU 205. INTRODUCTION TO THE HUMANITIES (3). Provides an interdisciplinary course that considers the theme of the human quest for freedom in the 20th century. Literary readings include poetry, novels, plays and short stories. Philosophic readings are taken from Dewey, Freud and Marx. The fine arts component examines modern painting and sculpture from the French Impressionists to the contemporary New York scene.

HU 206. HUMANITIES THROUGH THE ARTS: BAROQUE TO THE PRESENT (3). Provides a values-based survey of Western culture, including non-Western tradition, from the age of the European Baroque to the present. Studies architecture, sculpture, painting, photography, literature, music, philosophy and religion. NOTE: Offered only in the School for Professional Studies.

HU 310. ROAD TO SCIENCE FICTION I (3). Examines the genesis of this genre from Lucian of Samosota to H. G. Wells. Utopian voyagers include Mary Shelley, the American Romantics (Hawthorne and Melville, Edward Bellamy, Jules Verne), turn-of-the century writers and H. G. Wells. Prerequisite(s): EN 210; HU 201 or HU 205.

HU 311. ROAD TO SCIENCE FICTION II (3). Provides a study from H.G. Wells to contemporary writers, including Asimov, Heinlein, Huxley, Leguin, Zamiatin and others in the European and eastern European tradition. Examines literature of films, cartoons and the paperback tradition, and the mainstream tradition of science fiction. Prerequisite(s): EN 210; HU 201 or HU 205.

HU 315. AMERICAN VOICES (3). Examines American identity as revealed in various forms of literary and artistic expression. Explores the influences of geography, ethnicity, and gender in formation and articulation of individual and group identity throughout American history. NOTE: Offered only in the School for Professional Studies.

HU 415. IMAGES OF LEADERSHIP AND POWER (3). Examines constructs of leadership and power as revealed in various forms of literary and artistic expression. Explores the images and icons of leadership and power throughout history and their impact on human thought and creativity. NOTE: Offered only in the School for Professional Studies.

KINESIOLOGY (KIN)

KIN 421. ANATOMICAL KINESIOLOGY (3). Anatomical concepts of the musculoskeletal and nervous systems are the basis for analysis of human movement. Examines joint movement, complex muscular activity and integration of components of the nervous system. Includes anatomical principles through examples as they apply to work, general physical activity, sports performance, and lifespan issues. Prerequisite(s): BL 244. NOTE: Offered every Spring Semester.

KIN 422. KINESIOLOGY OF MOTOR BEHAVIOR (3). Examines basic principles and concepts involved in human development, control, and learning of motor skills. Explores characteristics of the learner affecting motor performance, processes involved in movement control, and variables affecting long term retention of motor skills. Includes application of theoretical principles and research findings to practical settings. Prerequisite(s): MT 270, PY 250 and BL 244. NOTE: Offered every Fall Semester.

KIN 423. PHYSIOLOGICAL KINESIOLOGY (3). Explores concepts of nutrition and energy production during exercise involving the pathways from food ingestion to final production of ATP. Relates measurement of energy expenditure to differences in endurance exercise capacity. Adaptations of the pulmonary, cardiovascular, skeletal muscle, nervous and endocrine systems to the stress of exercise are discussed. Developmental differences of age are incorporated. Prerequisite(s): BL 244, and BL 246. NOTE: Offered every Fall Semester.

KIN 424. BIOMECHANICAL KINESIOLOGY (3). Evaluates internal and external forces acting on a human body and the effects produced by these forces. Quantitative and

qualitative evaluations are performed with an introduction to the associated kinematic and kinetic variables used to describe body movements. Prerequisite(s): PH 204B, PH 205B and BL 244. NOTE: Offered every Fall Semester.

KIN 425. SOCIAL PSYCHOLOGICAL KINESIOLOGY (3). Evaluates topics related to the social psychology of sports and exercise. The influence of social-psychological variables on participation in sports and exercise, and how participation affects the individual are examined. Focuses on performance psychology, stress processes, motivation, and exercise psychology across the lifespan. Prerequisite(s): PY 250 and MT 270. Cross listing: PY 425. NOTE: Offered every Spring Semester.

LATIN (LT)

LT 201A. INTRODUCTORY LATIN I (4). Studies Latin vocabulary, grammar and syntax for students beginning in Latin.

LT 201B. INTRODUCTORY LATIN II (4). A continuation of LT 201A. Prerequisite(s): LT 201A or equivalent.

LT 301A. INTERMEDIATE LATIN (3). Introduces classical Latin literature, prose and poetry, with readings from Cicero, Catullus, Horace and Virgil and further study of Latin grammar. Prerequisite(s): LT 201A and LT 201B or equivalent.

LT 490E-W. INDEPENDENT STUDY IN LATIN (3). Offers and independent exploration of topics of interest and of Latin authors. Prerequisite(s): Approval of the Department Chair.

LEARNING SUPPORT (LS)

LS 200. CRITICAL PERSPECTIVES IN READING AND WRITING (1-3). Develops reading and writing competencies necessary for college-level texts. Skills include reading comprehension, intense writing practice and critical reasoning. NOTE: Frequent individual conferences required.

LS 201. READING DEVELOPMENT (1). Provides structured opportunities to develop reading rate and comprehension through wide reading practices.

LS 203. MATH LEARNING STRATEGIES (1). Provides help for students with learning difficulties in the areas of mathematics or science. Emphasizes better self-understanding as learners in these disciplines. Enables students to select and employ appropriate and effective learning/study strategies.

LS 210. READING EFFICIENCY (2). Develops strategies to increase ability to process information while reading. Studies methods of recording meanings from text which improve

memory. Primarily a reading rate and memory improvement course requiring basic reading ability.

LS 230. BASIC WRITING WORKSHOP (1). Develops ability to write clearly and effectively, and organize and develop ideas through frequent writing practice. Provides opportunities for individual conferences with the instructor, and for small group writing and editing sessions with other students.

LS 250. LEARNING STRATEGIES LABORATORY (1). Provides an in-depth examination of learning strategies necessary for successful college level academic work.

MANAGEMENT OF COMMUNICATION AND MEDIA TECHNOLOGY (MCMT)

MCMT 305. INTRODUCTION TO PROGRAMMING CONCEPTS: COMMUNICATING WITH PROGRAMMERS (3). Programming for non-programmers with an emphasis on the terminology of structured and object oriented programmers. Introduces managers of programmers to methodologies used to achieve programming goals. Crosslisting: CS 305. NOTE: Offered only the School for Professional Studies.

MCMT 447. MULTI-MEDIA PRESENTATIONS (3). Introduces technical applications of the computer for visual multi-media presentations that include proper screen design, operational effectiveness, visual appeal, and concise written and oral communication skills. Prerequisite(s): CS 200 or CS 208. Crosslisting: BA 447 and CS 447. NOTE: Offered only in the School for Professional Studies.

MCMT 448. PROJECT MANAGEMENT: THEORY AND APPLICATION (3). Management of personnel and material resources for accomplishment of a project. Includes techniques for establishing goals and realistic timeliness for delivery of a project. Crosslisting: BA 448 and CS 448. NOTE: Offered only in the School for Professional studies.

MCMT 477. BUSINESS PROCESSES: WORK FLOW ANALYSIS (3). Defines and describes processes and work flows within a business, with special attention to the mode of operation and management. Defines business processes which are conducive to automation. Crosslisting: BA 477 and CS 477. NOTE: Offered only in the School for Professional Studies.

MCMT 478. BUSINESS PROCESSES: AUTOMATION AND GROUPWARE TOOLS (3). Builds on the work flow analysis completed in MCMT 477. "Groupware" tool is used to develop a collaborative model of business process.

Prerequisite(s): BA 477 or CS 477 or MCMT 477. Crosslisting: BA 478 and CS 478. NOTE: Offered in the School for Professional Studies.

MCMT 480. MANAGING TECHNOLOGY FOR BUSINESS STRATEGIES (3). Provides executive perspective on management information systems, systems analysis and database management. Develops an understanding of strategic issues underlying information systems, technical issues in developing systems, and strategic issues related to critical business success factors. Includes information's role in competition, industry leadership, and business planning. Covers alternative development methods and addresses issues of databases, projected management, and functional management. Prerequisite(s): MT 270 or MT 320. Crosslisting: BA 479 and CS 480. NOTE: Not for CIS majors. Offered only in the School for Professional Studies.

MCMT 493. SENIOR CAPSTONE (3-6). Provides the culminating experience of the major, focusing on integration and application of theory through research. Must be completed as graded course work at Regis University. Prerequisite(s): Completion of eighteen (18) semester hours of MCMT/CS upper division course work. Senior standing. NOTE: Offered only in the School for Professional Studies.

MASTER OF ARTS IN COMMUNITY LEADERSHIP (MCL)

MCL 610. FOUNDATIONS IN ADULT LEARNING (1-6). Students complete a comprehensive Lifelong Learning Survey, which identifies their knowledge base in degree-related areas. Responses are evaluated by degree staff. Individualized reading and reporting requirements are developed to meet the content area deficiencies identified by the survey analysis. This process provides students with a plan for updating and supplementing degree-related areas of knowledge needed.

MCL 623. THE LEADER AS PERSON (3). Explores self-awareness as a tool to facilitate growth in leadership. Emphasizes the use, interpretation and discussion of self-assessment tools. Topics include: the implications of leadership, creating one's future with "futuring" tools, personal attitudes toward "power and authority", and a focus on contemporary models of leadership. Prerequisite(s): MCL 610 or permission of Degree Chair or designee.

MCL 633. THE LEADER WITHIN COMMUNITY (3). Examines the nature of community, the difference between community and group and the strategies for analyzing groups and creating communities. Discusses the role of communication skills in community. Includes a discussion of conflict resolution skills. Prerequisite(s): MCL 623 or permission of Degree Chair or designee.

MCL 643. THE LEADER WITHIN THE ORGANIZATION AND BEYOND (3). Studies the role of organizations within the community, with an emphasis on organizational theory, management theory and critical operational issues. Discusses the role of leadership in the context of complex social settings within organizations. Students integrate the seminar experience through and examination of the intimate relationship between community and organizations. Prerequisite(s): MCL 633 or permission of Degree Chair or designee.

MCL 657E-W. TOPICS IN COMMUNITY LEADERSHIP (1-3). Provides an in-depth analysis of a significant issue relevant to Community Leadership. Prerequisite(s): Permission of Degree Chair or designee.

MCL 661. HUMAN RESOURCE MANAGEMENT (3). Examines personnel policies and the law, selection and assessment of workers, and the training, development and evaluation of personnel with a special focus on these topics as they relate to mission based organizations.

MCL 662. ORGANIZATIONAL DESIGN (3). Studies general organizational design, change theory, delegation and theories of management within non-profit and mission-based organizations. The unique issues which arise in church-related organizations as a result of denominational history and theology are considered.

MCL 663. FINANCIAL MANAGEMENT (3). Focuses on interpreting accounting information, financial decision making strategies, grant writing and management of financial affairs for community and mission-based organizations.

MCL 664. PASTORAL THEOLOGY FOR ADMINISTRATORS (3). Surveys the nature of the church and models of governance, legal structures and current issues in church management within ecclesiology and pastoral theology. Enables the leader in mission-based and church-related organizations to be sensitive to theological implications of leadership in these settings.

MCL 667E-W. TOPICS IN PASTORAL ADMINISTRATION (1-3). Provides an in-depth analysis of a significant issue relevant to Pastoral Administration. Prerequisite(s): Permission of Degree Chair or designee.

MCL 671. THEORETICAL FOUNDATIONS IN RELIGIOUS EDUCATION (3). Studies various theoretical foundations and approaches of catechetical ministry including a brief overview of the historical development of catechetics, recent catechetical documents and multi-cultural dimensions of catechetical ministry. Theories of adult development are examined, including the stages of adult faith formation, learning styles and the impact of family systems on religious practice.

MCL 672. METHODS IN RELIGIOUS EDUCATION (3). Examines a variety of teaching models including shared Christian praxis, androgogy, story telling and family-

centered models. Develops models of teaching incorporating the various theories, religious imagination, and personal experience. Applies theory to practice.

MCL 673. TEACHING CHRISTIAN BELIEFS (3). Considers topics that comprise a catechetical program - Jesus, grace, church, redemption, sin, church, and scripture. Examines topics within broader context of programmatic considerations such as target population, denomination and setting. Surveys the content component of religious education programs.

MCL 674. PROGRAM ADMINISTRATION IN RELIGIOUS EDUCATION (3). Focuses on skills necessary to analyze, plan, implement and evaluate religious education programs. Provides practical information regarding recruiting, training and supporting volunteer leaders. Emphasizes program development and the selection and organization of curriculum. Examines the "how to" of the structure of religious education programs.

MCL 677E-W. TOPICS IN RELIGIOUS EDUCATION (1-3). Provides an in-depth analysis of a significant issue relevant to Religious Education. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678E-I. FIELDWORK IN COMMUNITY LEADERSHIP (3-6). Provides students the opportunity to broaden their perspective with regards to a specific experience within a community. The student will choose a setting which affords the opportunity to do fieldwork within the area of emphasis. A comprehensive learning report summarizing applicable research and making professional applications is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678E. FIELDWORK IN COMMUNITY LEADERSHIP: THE COMMUNITY LEADER (3-6). Provides practical experience in the area of community leadership in the student's local community and identifies learning goals related to individual personal and professional life. A comprehensive learning report summarizing research and professional applications is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678F. FIELDWORK IN COMMUNITY LEADERSHIP: PASTORAL ADMINISTRATION (3-6). Provides practical experience in the area of pastoral administrative leadership in the student's local community and identifies learning goals related to individual personal and professional life. A comprehensive learning report summarizing research and professional applications in pastoral administration is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678G. FIELDWORK IN COMMUNITY LEADERSHIP: RELIGIOUS EDUCATION (3-6). Provides practical experience in the area of religious education leadership in the student's local community and identifies learning goals related to individual personal and professional life. A comprehensive learning report summarizing research and

professional application in religious education is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678H. FIELDWORK IN COMMUNITY LEADERSHIP: SPIRITUAL DIRECTION (3-6). Provides practical experience in the area of spiritual direction in the student's local community identifies learning goals related to individual personal and professional life. A comprehensive learning report summarizing research and professional applications in spiritual direction is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 678I. FIELDWORK IN COMMUNITY LEADERSHIP: FAMILY MINISTRY (3-6). Provides practical experience in the area of family ministry leadership in the student's local community and identifies learning goals related to individual personal and professional life. A comprehensive learning report summarizing research and professional application in family ministry is required. Prerequisite(s): Permission of Degree Chair or designee.

MCL 681. HISTORY OF SPIRITUALITY AND SPIRITUAL DIRECTION (3). Examines classic literature in spirituality including biblical Christianity, the Church Fathers, the writings of the Middle Ages the mystics and contemporary authors. Studies the evolution and application of spirituality into what is known as spiritual direction. Explores the practice of spiritual direction from the early Christian community to the present.

MCL 682. THEORY AND PRACTICE OF SPIRITUAL DIRECTION (3). Examines the nature of spiritual direction; reviews various approaches to the practice of spiritual direction. Considers the place of spiritual direction in the life of an individual, the role of the director, and director's relationship to the directed. Compares and contrasts spiritual direction with counseling and therapy.

MCL 683. THE SPIRITUAL EXERCISES AND SPIRITUAL DIRECTION (3). An in-depth study of the Spiritual Exercises of St. Ignatius Loyola including the history and development. Examines various schools of thought for directing the Exercises.

MCL 684. CRITICAL ISSUES IN SPIRITUAL DIRECTION (3). Examines the role of spiritual direction and the spiritual director in dealing with specific spiritual issues such as vocational discernment, difficulty in prayer and relationship with God. Considers the practice of spiritual direction in various settings including religious community, family and parish.

MCL 685. AN EXPERIENCE OF THE SPIRITUAL EXERCISES (3). Students make the Spiritual Exercises in the continuous, full 30 day format with an approved and trained Spiritual Director. A comprehensive, integrative paper is required after completing the Spiritual Exercises. Prerequisite(s): MCL 683 and permission of the Degree Chair or designee.

MCL 687E-W. TOPICS IN SPIRITUAL DIRECTION (1-3). Provides an in-depth analysis of a significant issue relevant to Spiritual Direction. Prerequisite(s): Permission of Degree Chair or designee.

MCL 690E-W. INDEPENDENT STUDY IN COMMUNITY LEADERSHIP (1-3). Provides students with an opportunity for advanced exploration of an area of interest that is not addressed in the current curriculum. Prerequisite(s): Permission of Degree Chair or designee.

MCL 691. THE STUDY OF THE HEALTHY FAMILY (3). Examines the fundamental dynamics of family living, the roles of parents and children, processes of healthy and unhealthy development using current developmental theory of the individual, as well as systems theory in considering family unity as a whole. Considers the influence of the parental families of origin on the nuclear family. Reflects on the changing nature of family life from culture to culture and the changes in family culture as children and parents age.

MCL 692. THE FAMILY IN SOCIETY (3). Compares and contrasts the roles of various social institutions that impact the family such as the church, the government, schools and social service agencies. Enables students to discover, develop and assess resources in the community that support healthy family functioning.

MCL 693. CHALLENGES TO HEALTHY FAMILY LIFE (3). Examines major challenges to the family in the contemporary world. Considers the impact of the media on family life, the consequences of one parent families, the changing roles of men and women, the effects of mobility and economics on the nuclear family.

MCL 694. MINISTRY WITH FAMILIES (3). An in-depth study that explores various ways to provide nurturing, support, education and positive intervention in the family system. Utilizes family systems theory and introduces skills which the student will need in assessing families' needs from a development and educational perspective as well as the needs of families in crisis.

MCL 696. MASTER'S PROJECT IN COMMUNITY LEADERSHIP (3-6). A comprehensive and integrative project that identifies specific community needs. Students develop and implement a program that addresses those needs and evaluates the effectiveness of the program in responding to those needs. Prerequisite(s): Permission of Degree Chair or designee.

MCL 697 E-W. TOPICS IN FAMILY MINISTRY (1-3). Provides an in-depth analysis of a significant issue relevant to Family Ministry. Prerequisite(s): Permission of Degree Chair or designee

MASTER OF ARTS IN LIBERAL STUDIES (MLS)

MLS 500. GRADUATE WRITING (3). Develops writing proficiencies for producing credible written documents at the graduate level. Through frequent writing exercises with course consultant feedback, students learn to recognize common grammatical errors and to demonstrate precision, clarity, coherence and unity in writing. Students master the elements of academic writing, including presentation, expression, economy, precision, and documentation, and culminate this knowledge into a written graduate-level document.

MLS 621E. THE NATURE OF LANGUAGE AND COMMUNICATION (3). Studies the structure and dynamics of language. Considers the nature of language as a part of the communication process. Examines major theories and philosophical perspectives critical to the understanding of the structure and dynamics of language and communication.

MLS 621F. COMMUNICATION IN AN INTER-DISCIPLINARY CONTEXT (3). Provides an interdisciplinary approach to understanding language and communication, which includes perspectives from areas such as psychology, biology and anthropology, as well as from linguistics and communication. Emphasizes current theoretical and interdisciplinary issues.

MLS 621G. THE WRITER'S VOICE (3). Considers the presence and influences of the individual writer's voice in varied forms of writing from fiction, nonfiction, personal and political documents. Organizes around a series of issues concerning life and values related to our understanding of the self. Provides an intensive study of the individual approaches to literature chosen for their impact on the human imagination. Emphasizes selected figures and schools of thought.

MLS 621H. COMMUNICATION AND VALUES (3). Examines the social context of language and communication emphasizing issues of values, change conflict, diversity and ethics. Considers literature and communication.

MLS 649. PROFESSIONALISM IN EDUCATION (1-2). Provides an opportunity for examination and analysis of professional issues while student teaching. Students critique and cultivate ethical responsibilities and dilemmas, formulate personal decision approaches, explore educators multiple roles, develop career marketing skills, and complete the certification/licensure requirements. NOTE: Course must be taken while student teaching. Pass/No Pass grading only.

MLS 654E. PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3). Traces the history of the development of educational theory. Investigates leading contemporary and classical philosophical perspectives and implications towards practical educational goals. Analyzes educational values and practices and strategies for educational change.

MLS 654F. CURRENT AND INTERDISCIPLINARY PERSPECTIVES IN EDUCATION (3). Provides in-depth study of the role and social context of schooling from an interdisciplinary perspective. Focuses on current issues, research and implications for learning.

MLS 654G. THEORIES OF HUMAN DEVELOPMENT AND LEARNING (3). Studies theories and principles of human development and learning emphasizing applications to teaching and practices in educational settings. Considers normal development and its conditions. Includes a systematic study of life span development. Emphasis for student learning is in the specific level of teaching.

MLS 654H. MULTI-CULTURAL AND ETHICAL PERSPECTIVES IN EDUCATION (3). Examines the broad range of cultural diversity focusing on implications in education, including ethnicity, socioeconomic level and gender. Explores ethical issues in education and invites students to develop a personal ethical stance regarding education practice.

MLS 671E. HISTORY AND DEVELOPMENT OF PSYCHOLOGICAL THOUGHT (3). Provides an in-depth examination of the development of psychological thought from its historical roots to the present. Includes discussion of the requirements of a general theory of humankind in such areas as personality traits, motivation, values and psychological deviation.

MLS 671F. PSYCHOLOGY AND INTERDISCIPLINARY PERSPECTIVES (3). Covers the nature of psychology as a scientific discipline. Includes the resemblances to, differences from, and relationships with the physical, biological and social sciences.

MLS 671G. LIFE SPAN DEVELOPMENT (3). Provides an advanced study of normal human development from infancy throughout the life span emphasizing integration of theory and research appropriate to each life phase. Considers the impact of cultural variation on life phases.

MLS 671H. MULTI-CULTURAL AND ETHICAL ISSUES IN PSYCHOLOGY (3). Examines multi-cultural and ethical issues in psychology. Includes an examination of cultural, linguistic and socioeconomic influences on personality development, perception of psychopathology and response to traditional and new culturally sensitive techniques. Addresses ethical codes and regulations and professional ethics.

MLS 671I. THEORIES OF PERSONALITY (3). Provides an overview of the psychological factors underlying personality and personality development. Explores the evolution of

psychological thought. Addresses theories and application to counseling/psychotherapeutic issues.

MLS 671J. ABNORMAL PSYCHOLOGY (3). Provides an in-depth examination of abnormal psychological development. Studies the theoretical approaches and treatments that flow out of various psychological paradigms.

MLS 671K. SOCIAL AND MULTI-CULTURAL ISSUES (3). Examines the multi-cultural and social foundations of psychology. Includes cultural, linguistic and socioeconomic influences on personality development, perceptions of psychopathology and responses to traditional and new culturally sensitive perspectives. Integrates the discipline of social psychology into these perspectives to provide a broader frame for the interrelated webs of relationship.

MLS 671X. STATISTICS, RESEARCH AND EVALUATION (3). Identifies, compares and contrasts types of research methodologies. Focuses on outcomes and purposes, levels of measurement and types of sampling. Examines statistical analysis, forms of bias and observational effects, and ethical issues. Explores needs assessments and skills for implementing program evaluations.

MLS 671Y. APPRAISAL: TESTING AND MEASUREMENT (4). Focuses on the application of basic statistics in the interpretation of tests and inventories utilized by counselors. Explores testing methodologies, interpretive criteria, and ethical and multicultural implications from the psychological perspective. Prerequisite(s): MLS 671J and either MLS 671X or GIS equivalent.

MLS 671Z. CAREER COUNSELING AND DEVELOPMENT (4). Develops a comprehensive understanding of theories of career development. Explores methods of effective career counseling, test administration, and interpretation of assessment tools. Students examine the areas of self-assessment, job analysis, decision making and goal setting, and job search strategies.

MLS 672E. HISTORY OF SOCIAL THEORY (3). Examines the historical development of social theory and the different social science disciplines emphasizing major figures and schools of thought. Underscores the historical factors that have led to the development of disparate disciplines in social science.

MLS 672F. INTERDISCIPLINARY APPROACHES TO SOCIAL SCIENCE (3). Focuses on current theories and approaches that study human behavior and social structure from an holistic perspective. Emphasizes theories and methods that are interdisciplinary and utilize a global perspective. Studies barriers to interdisciplinary approaches in social science.

MLS 672G. INDIVIDUAL AND SOCIETY IN CROSS-CULTURAL PERSPECTIVE (3). Considers the role of the individual in a number of societies from the perspective of a range of social science disciplines. May include individual development, social structure, religious structures, and

economic and political development. Emphasizes development of a cross-cultural perspective on social issues.

MLS 672H. ETHICAL ISSUES IN THE SOCIAL SCIENCES (3). Considers the ethical issues facing social science research and practice. Examines privacy and the question of values in research, practice and the development of theory.

MLS 690E-W. INDEPENDENT STUDY (1-6). Provides an opportunity for faculty-directed independent study in any field or topic in Liberal Studies not addressed in scheduled course offerings. Prerequisite(s): Permission of Degree Chair or designee.

MASTER OF ARTS IN EDUCATION: LEARNING AND TEACHING (MAE)

MAE 605E-W. DISCOVER YOUR OWN LITERACY (2). Includes a series of courses integrating the latest multi-disciplinary research on process learning providing the primary parameter of self-as-learner. Explores literacy in the specific learning processes of language (including reading and writing), quantitative reasoning and artistic expression. Emphasizes the teaching-learning relationship in which the teacher serves as master craftsman to student apprentices.

MAE 605E. DISCOVER YOUR OWN LITERACY: ARTS FOR WHOLE LEARNING WORKSHOP (2). Explores literacy in the fine arts of music, art, poetry, creative drama, storytelling and movement. Research on learning styles and the role of the arts in effective teaching/learning is examined. Participants design materials and learning experiences utilizing fine arts as learning tools across content areas.

MAE 605M. DISCOVER YOUR OWN LITERACY: MULTICULTURAL PERSPECTIVES (2). Examines multi-cultural perspectives of personal attitudes and literacy, sociocultural aspects of literacy learning, and threads that tie diverse cultures together through literacy and oral traditions.

MAE 605N. DISCOVER YOUR OWN LITERACY: MATHERS' NUMERACY WORKSHOP (2). Explores numeracy emphasizing quantitative learning and the mathematics classroom environment. Based on current research, mathematics is explored as a natural thinking construct for learning and problem solving across all content areas.

MAE 605R. DISCOVER YOUR OWN LITERACY: READERS/WRITERS WORKSHOP (2). Participants examine their own literacy through exploration of how the

literature they read informs the literature they write. Examines the implications of their literacy work on their students.

MAE 605S. DISCOVER YOUR OWN LITERACY: SOCRATIC SEMINAR K-12 (2). Explores literacy ideas, values and issues emphasizing participants' understanding through close reading, attentive listening, clear expression, analyzing logical arguments and promoting higher order thinking skills.

MAE 610. FRAMEWORKS: CONNECTING BELIEFS, THEORY AND PRACTICE (3). Research and learning theories from cognitive psychology, child/adolescent development and a number of other areas are explored. Students develop knowledge and understanding of the processes and skills that join learning and literacies education. Students are expected to have a clearly articulated theory of learning as it relates to literacy and literacy education as applied across grade levels and content areas. Prerequisite(s): MAE 605R.

MAE 615. TEACHER AS RESEARCHER: FOUNDATIONS (1). Examines research strategies emphasizing ethnographic research in the multifaceted culture of whole learning classrooms. Participants identify questions and acquire techniques and resources for a research study.

MAE 616. TEACHER AS RESEARCHER: PRACTICUM (2). Participants conduct research in their respective classrooms, analyze data, draw conclusions and present research findings, choosing an appropriate format to share findings with colleagues within the educational community. Prerequisite(s): MAE 615.

MAE 619. CURRICULUM THEORY AND APPLICATION (2). Studies how curriculum is developed in learning-centered classrooms, emphasizing adopting, adapting and designing curricula. Students design and implement procedures for developing curricula based on specific characteristics and needs of individual students and their school communities.

MAE 620. CURRICULUM APPLICATION AND EVALUATION THEORY AND APPLICATION (2). Students evaluate designed curricula's impact on student learning. Students explore, design, implement and evaluate a variety of evaluative procedures as an integral part of curriculum design and instructional practice. Prerequisite(s): MAE 619.

MAE 645E-W. HUMANITIES STRAND (1-3). Explores art, music and drama as disciplines, emphasizing developing concept understanding. Candidates learn the tools to help children appreciate and share their world more freely. Develops processes used to gather, think about and communicate information of experiences integrating art, music and drama into curriculum.

MAE 645E. HUMANITIES STRAND: THE CREATIVE CLASSROOM (2). Emphasizes art and creative movement/dance. Participants expand their art and

movement resources; experience art, movement activities and performances; and develop integrated learning experiences for their classrooms. Emphasizes the philosophy of fine arts integration.

MAE 645F. HUMANITIES STRAND: THE CHALLENGE CLASSROOM (2). Explores topics that focus on more effectively challenging all students. Teachers learn how to more effectively involve kinesthetic, spatial and interpersonal learners through an experiential and interactive format.

MAE 645G. HUMANITIES STRAND: CULTURES IN COLORADO I (2). Provides a field study focusing on five cultures that have played major roles in the development of Colorado. Participants research the varied roles played in the settlement and growth of Colorado by the Spanish-American, Afro-American, Asian-American, Euro-American and Native-American. Explores cultural resources available in the metro area.

MAE 645H. HUMANITIES STRAND: MUSIC, MOVEMENT AND LANGUAGE LEARNING (2). Participants learn and apply techniques for leading children in developmentally appropriate singing, movement and rhythmic language activities using the philosophies of Carl Orff, Grace Nash and Phyllis Weikart.

MAE 645I. HUMANITIES STRAND: CULTURES IN COLORADO II (2). A continuation of MAE 645G. Selects and researches additional cultural groups and the varied roles each played in the settlement and growth of Colorado. Students participate in field experiences involving cultural groups not previously studied. Prerequisite(s): MAE 645G.

MAE 650E-W. LANGUAGE LEARNING STRAND (1-4). Provides an opportunity to practice whole learning philosophy, research and theory to develop language (listening, speaking, reading and writing) as a critical thinking tool. Students learn that language learning, like mathematics learning, is a process of construction. Emphasizes literature as a major resource for learning across all content areas. Candidates plan, implement and evaluate activities in which students use and consider the functions of language for a variety of relevant learning programs.

MAE 650E. LANGUAGE LEARNING STRAND: RESOURCES FOR LITERACY LEARNING (2). Explores and evaluates a wide variety of materials that can be used for literacy development within the framework of a process classroom. Emphasizes literature, fiction and nonfiction. Participants develop a rationale, based on multidisciplinary research, for selection and use of instructional materials across content areas.

MAE 650F. LANGUAGE LEARNING STRAND: DEVELOPMENT AND USE, K-12 (2). Participants research and monitor their use of language to determine the effect it has on learning, discipline and self-esteem in the classroom. Examines a variety of interactions among the teachers,

parents and students. Participants use their own classrooms as their research environment, share findings with other course participants, discuss implications and use findings to plan, implement and evaluate classroom experiences involved in different language usages.

MAE 650H. LANGUAGE LEARNING STRAND: EARLY LITERACY IN-SERVICE COURSE (ELIC) (2). Explores beliefs about learning and monitors how beliefs drive classroom practice. Presents many strategies developed in Australia for teaching, reading and writing.

MAE 650I. LANGUAGE LEARNING STRAND: COMMUNICATING WITH PARENTS (2). Provides interactive competency-based training for specialists and teachers who work with parents. Includes an overview of the knowledge, skills and attitudes necessary to work effectively with parents as partners in the education and support of their children.

MAE 650K. LANGUAGE LEARNING STRAND: WHOLE LANGUAGE LITERACY INSTITUTE (2). Heightens participants' awareness of the whole language philosophy for learning and teaching across the curriculum. Provides an opportunity to sample topics addressed in-depth in the MAE Program utilizing the institute as a microcosm of the Program. Recommended for students starting the Program and those wishing to experience an overview of whole learning.

MAE 650L. LANGUAGE LEARNING STRAND: EARLY CHILDHOOD INSTITUTE (REACH) (1-3). Presents current research in early childhood education and provides information for implementation of developmentally appropriate classroom practices for children 4-8.

MAE 650M. LANGUAGE LEARNING STRAND: ACADEMIC AND PROFESSIONAL WRITING (2). Participants discover writing topics through exploration of their own classroom philosophies and the theories of other whole language educators. Includes classroom commentaries, articles, editorials and anecdotal or formal essays. Participants are encouraged to submit their finished pieces for publication.

MAE 650N. LANGUAGE LEARNING STRAND: ORGANIZING LITERACY INSTRUCTION (2). Explores a variety of instructional strategies of a balance literacy program. Develops an implementation plan incorporating all the basic components of a readers'/writers' workshop. Concepts, skills and processes necessary to demonstrate the Colorado reading and writing standards are integrated into classroom instruction.

MAE 655E. INTEGRATED LEARNING STRAND: ACTIVE LEARNING (2). Studies and applies a wide variety of teaching approaches and strategies while wrestling with some of the issues facing teachers today, including depth vs. Coverage, what we mean by "critical thinking," controversial issues and creating meaningful interdisciplinary learning opportunities.

MAE 655F. INTEGRATED LEARNING STRAND: INTER-AND-ACROSS-DISCIPLINARY TEACHING (2). Forms connections among the various disciplines taught. Participants learn about different models for interdisciplinary teaching and examine exemplars from practice, and develop interdisciplinary curriculum applicable to their individual situations.

MAE 655H. INTEGRATED LEARNING STRAND: RICE I (3). Consists of intensive workshops for elementary/middle school teachers emphasizing independent discovery of science principles. Participants work with master science teachers and grades 4-6 students registered in the Regis science camp. Participants explore how "hands-on" science works. No science background is required.

MAE 655I. INTEGRATED LEARNING STRAND: RICE II (3). Focuses on activities appropriate for middle, junior and senior high school teachers of chemistry and physical science. Morning session prepares teachers for the chemistry experiments done under their guidance in the afternoon with students attending the chemistry camp. Many experiments are inquiry-based, small scale (micro-chemistry), qualitative and quantitative, and designed to interest and challenge the campers.

MAE 655J. INTEGRATED LEARNING STRAND: DISCOVERING THE SCIENCE CLASSROOM (2). Provides opportunities to enhance science literacy and to address science anxiety. Participants examine the science programs of their own classrooms and assess the harmony of those programs with beliefs about children, learning and science.

MAE 655M. INTEGRATED LEARNING STRAND: SCIENCE IN THE CONSTRUCTIVIST CLASSROOM (2). Participants explore their current teaching and align their teaching with the state science standards. Introduces learners to the constructivist model of teaching and allows participants to incorporate the model into their own classrooms.

MAE 660E-W. QUANTITATIVE THINKING STRAND (1-3). Emphasizes developing concept understandings and skill proficiency through relevant content. Explores mathematics as a discipline, a tool for learning across content areas and as a process of construction. Focuses on the meaning that is being communicated rather than the form of the mathematics itself. Candidates plan, implement and evaluate integrated experiences in which students explore the role mathematics plays on their lives while learning related mathematical concepts and skills.

MAE 660E. QUANTITATIVE THINKING STRAND: MATHEMATICS CURRICULUM K-8 (2). Uses curriculum and evaluation standards for School Mathematics by NCTM as a framework. Explores the mathematics of the student's world and how it can be accessed and used for instruction. Develops strategies in problem-solving, communication, applications, skills and evaluation developed in the whole learning process mode.

MAE 660G. QUANTITATIVE THINKING STRAND: MAJOR MATHEMATICS TOPICS, K-8 (2). Focuses on connections between algebra, geometry, computation, data collection and representation (statistics), chance and the world around us. Enables the development of purposeful learning through application of the problem-solving format.

MAE 660H. QUANTITATIVE THINKING STRAND: MATHEMATICS / SOCIAL STUDIES / SCIENCE (2). Incorporates mathematics with other integrated areas of teaching. Participants discover how tools of mathematics bring meaning to social studies content and the scientific processes.

MAE 660I. QUANTITATIVE THINKING STRAND: MATHEMATICS FOR YOUNG CHILDREN K-2 (2). Studies developmentally appropriate ways to teach the concepts of pattern, number, place value, measurement, graphing, sorting and classifying within the philosophy of whole learning. Explores the issues of theoretical framework, management, assessment and parent communication.

MAE 660J. QUANTITATIVE THINKING STRAND: MATHEMATICS, K-2 FOLLOW-UP (1). A continuation of MAE 660I. Participants meet to discuss classroom applications of strategies introduced in the prerequisite course. In-depth explorations lead students into deeper understanding of the topics. Prerequisite(s): MAE 660I.

MAE 665E-W. LINGUISTICALLY DIFFERENT STRAND (3). The courses for this strategy strand are designed to lead to endorsement in Colorado for Bilingual Education or English as a Second Language (ESL). Model theory as practice across content with focus on meeting the linguistic and academic needs of students of limited English language proficiency. Successful completion of the courses within the Learning for the Linguistically Different Strategy Strand may qualify a student to be recommended for endorsement.

MAE 665E. LINGUISTICALLY DIFFERENT STRAND: TEACHING THE LINGUISTICALLY DIFFERENT (3). Provides learners with information concerning first and second language acquisition theory. Students examine research-based methods and strategies for teaching English as a Second Language to speakers of other languages.

MAE 665F. LINGUISTICALLY DIFFERENT STRAND: USING SPANISH TO TEACH LITERACY (3). Includes current and emerging philosophies and methods of teaching reading to culturally diverse second language learners. Taught in Spanish.

MAE 665G. LINGUISTICALLY DIFFERENT STRAND: ENGLISH STRUCTURE (3). Emphasizes English structure for Teachers of English to speakers of other languages. Focuses on morphology and syntactic categories and structure of English.

MAE 665H. LINGUISTICALLY DIFFERENT STRAND: BILINGUAL/MULTI-CULTURAL EDUCATION (3). Presents a comprehensive survey, various models, philosophies and

theoretical underpinnings of bilingual education as well as strategies for teaching.

MAE 665I. LINGUISTICALLY DIFFERENT STRAND: DIAGNOSTIC ASSESSMENT IN BILINGUAL EDUCATION

(3). Includes both theoretical and applied aspects of diagnostic testing. Reviews administration and interpretation of current educational tests.

MAE 665J. LINGUISTICALLY DIFFERENT STRAND: PARENT / COMMUNITY INVOLVEMENT (3). Focuses on models and strategies for improving parent and community involvement in the school.

MAE 665K. LINGUISTICALLY DIFFERENT STRAND: PRACTICUM ESL (3-5). Under the direction of a cooperating teacher, candidates demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of the linguistically different learner. Pass/No Pass grading only. NOTE: 100 to 200 clock hours. This class is designed for the ESL educator. 5 semester hours--Students without two years of experience teaching 2nd language learners in their classrooms are required to complete 200 hour practicum; 3 semester hours--All students are required to complete at least 100 hour practicum.

MAE 665L. LINGUISTICALLY DIFFERENT STRAND: PRACTICUM BILINGUAL EDUCATION (3-5). Under the direction of a cooperating teacher, candidates demonstrate their skills and knowledge and display dispositions or attributes which contribute to the success of the linguistically different learner. Pass/No Pass grading only. NOTE: 100 to 200 clock hours. This class is designed for the Bilingual educator. 5 semester hours--Students without two years of experience teaching bilingual students in their native language are required to complete 200 hour practicum; 3 semester hours--All students are required to complete at least 100 hour practicum.

MAE 680E-W. WHOLE LEARNING WORKSHOP SERIES (1-4). Includes workshops and courses that are offered on a variety of topics for a limited number of times and taught by distinguished guest instructors. Provides opportunities for teachers to interact with renowned scholars in whole learning theory and practice.

MAE 690E-W. INDEPENDENT STUDY IN WHOLE LEARNING (1-6). Addresses a topic in Whole Learning Education not covered in a course offered in the Bulletin or addresses a unique field experience related to a candidate's degree goals. An independent study involving field experience must be submitted at least sixty (60) days prior to the start of the experience for approval by the Program Director. An independent study may substitute for up to six (6) hours of Strategy Strand courses. Prerequisite(s): Permission of a candidate's mentor/advisor, the instructor and the Program Director.

MAE 695E-H. WHOLE LEARNING SUPPORT SEMINAR

(1). Candidates share, discuss and journal learning connections between and among readings, courses, research, beliefs and classroom practices, including issues related to program expectations. Candidates have opportunities to visit classrooms to observe instructional practices related to their professional and academic goals. Pass/No Pass grading only. Students must meet MAE Program Student Expectations to successfully complete the Support Seminar and degree requirements.

MAE 699A. CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Culminating Academic Program (CAP) Review the final semester of their respective programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the CAP Review is to provide a forum for prospective graduates to actively and creatively demonstrate their growth and changes as learners and educators. The CAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MAE 699B. LINGUISTICALLY DIFFERENT LEARNER (LDL): CULMINATING ACADEMIC PROGRAM (CAP) REVIEW (0).

Candidates are required to register for the Linguistically Different Learner Culminating Academic Program (LDLCAP) Review the final semester of their endorsement programs. Candidates must have completed all course requirements prior to the Review semester. The purpose of the LDLCAP Review is to provide a forum for prospective endorsement candidates to actively and creatively demonstrate their growth and changes as learners and educators of linguistically different learners. The LDLCAP Review serves as a "comprehensive examination." Prerequisite(s): Approval of Program Director. Pass/No Pass grading only. CAP Review fee required.

MASTER OF BUSINESS ADMINISTRATION (MBA)

MBA-ACCOUNTING (MBAA)

MBAA 602. INTERPRETING ACCOUNTING INFORMATION (3). Focuses on the understanding of financial statement analysis from a managerial perspective. Presents standard accounting analysis and modern developments in a practical, intuitively accessible fashion. Emphasizes cash flow analysis and the cash flow consequences of business activity. Prerequisite(s): AC 340 or AC 440 or MBAP 502.

MBAA 603. INTERMEDIATE ACCOUNTING APPLICATIONS (3). Studies the theory and practice of advanced financial accounting. Emphasizes recent developments in accounting valuation and reporting practices. Prerequisite(s): MBAA 602.

MBAA 604. ENERGY ACCOUNTING AND TAXATION (3). Includes identification, understanding and interpretation of the accounting directives appropriate to oil and gas accounting as promulgated by the various regulatory agencies. Addresses United States tax rules pertaining to the energy industry. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 605. ADVANCED AUDITING (3). Stresses the theory and practice of auditing manual and computerized accounting systems. Covers audit principles and standards, the process of determining audit objectives and the design procedures to accomplish them. Prerequisite(s): MBAA 602.

MBAA 606. FINANCIAL ACCOUNTING THEORY (3). Studies the underlying concepts of contemporary accounting theory. Addresses all of the major areas of accounting from this perspective. Prerequisite(s): MBAA 603.

MBAA 607. ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS (3). Provides insight into the special problems posed to management of the not-for-profit organization. Emphasizes the use of accounting information to help identify and solve problems frequently encountered in the management of these organizations. Prerequisite(s): MBAA 602 or permission of instructor.

MBAA 608. ACCOUNTING FOR THE INTERNATIONAL ENTERPRISE (3). Examines the enterprise operating internationally. Emphasizes the uses of accounting information, techniques and theories to identify and solve management and operational problems for the multinational firm. Prerequisite(s): MBAF 602 and MBAA 602. Crosslisting: MBAI 608.

MBAA 609. CASE STUDIES IN MANAGEMENT ACCOUNTING (3). Develops students' management accounting techniques and skills needed to make ethical profit-maximizing decisions. Emphasizes data selection, analysis, decision making and evaluation of results in complex, realistic situations. Prerequisite(s): MBAA 602.

MBAA 610. CONTROLLERSHIP (3). Examines the function, role and responsibilities of the chief accounting officer of a business organization. Considers both financial and nonfinancial aspects of the controllership function.

MBAA 611. TAX INFLUENCES ON BUSINESS DECISION MAKING (3). Studies the structure of the tax code, principles underlying it and impact on business transactions. Emphasizes tax planning.

MBAA 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and the shifting conditions in the business environment. Crosslisting: MBAF 612E-W.

MBAA 615. INCOME TAX RESEARCH (3). Develops the ability to research complex income tax questions. Examines the basis of tax law, research materials and research strategies. Research is completed using both manual and automated research systems. Prerequisite(s): MBAA 602.

MBAA 616. ACCOUNTING FOR BUSINESS COMBINATIONS (3). Focuses on the technical details involved in business mergers, acquisitions, spin offs and divisions. Studies both financial accounting requirements and income tax strategies. Prerequisite(s): MBAA 602.

MBAA 617. ACCOUNTING SYSTEMS (3). Identifies and defines the manual and automated systems necessary to provide accounting information. Studies and compares systems to prepare financial accounting, cost accounting and tax documents. Develops efficient, controlled systems that provide both required and management information. Prerequisite(s): MBAA 602.

MBAA 618. ADVANCED COST ACCOUNTING (3). Examines current topics in accounting for the cost of delivering goods and services. Focuses on methods required by government contracts, tax regulations, traditional cost accounting and activity based accounting. Prerequisite(s): MBAA 602.

MBA-CORE (MBAC)

MBAC 600. THE ECONOMICS OF MANAGEMENT (3). Examines the range of economic assumptions in an environment of rapid change from the perspective of the manager. Utilizes methods, concepts and models deriving from microeconomics, macroeconomics and international economics in quantitative and qualitative aspects. Stresses the impact of recent changes resulting from the convergence of economic system the increasing importance of regionalism and the emergence of a truly global economy. Emphasizes areas of particular managerial concern including national income determination, economic growth, the theory of the firm, a changing production process and global economics. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 601. ETHICAL AND LEGAL ENVIRONMENT OF BUSINESS (3). Examines the social and governmental structure within which business operates. Focuses on effective and ethical strategies for addressing issues of public concern including labor and employment law; administrative agency procedures; public issues management; product liability; and social contract, agency and stakeholder models of corporate responsibility. NOTE: This Core course should be taken in the first nine (9) hours of the program.

MBAC 695. STRATEGIES IN A GLOBAL ENVIRONMENT (3). Examines the influence of international economic, political, business and financial factors on the long range planning of the firm. Includes the impact on business of

global competition, multi-cultural human resource management, domestic and foreign government policy, global marketing and product development, international capital markets and regional trading blocs such as the EC or NAFTA. NOTE: Should be taken in the last six hours of the program.

MBA-FINANCE (MBAF)

MBAF 602. FINANCIAL DECISION MAKING (3). Examines the use of financial theories and techniques in making financial decisions under conditions of uncertainty. Emphasizes the critical evaluation of concepts to assess their usefulness in practical business situations. Uses computer applications to solve practical problems. Prerequisite(s): MBAP 504 or BA 430.

MBAF 603. INVESTMENTS AND PORTFOLIO MANAGEMENT (3). Provides an understanding of the kinds of analysis and techniques used by individual investors and professional money managers to decide on investment objectives and select possible investment alternatives. Prerequisite(s): MBAF 602.

MBAF 604. MONEY AND BANKING (3). Provides a framework for understanding financial institutions and markets, and the effects of government policy on financial institutions, interest rates and levels of economic activity.

MBAF 605. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite(s): MBAF 602. Crosslisting: MBAI 605.

MBAF 606. CASE STUDIES IN FINANCIAL MANAGEMENT (3). Students apply the principles of business finance to business decision making using the case method of instruction. Prerequisite(s): MBAF 602.

MBAF 612E-W. SEMINAR IN FINANCE AND ACCOUNTING (3). Addresses current topics relevant to managers in the areas of finance and accounting. Content varies by term according to the changing concerns of managers in these areas and shifting conditions in the business environment. Crosslisting: MBAA 612E-W.

MBA-GENERAL (MBAG)

MBAG 608E-W. SEMINAR IN CURRENT BUSINESS TOPICS (3). Concentrates on contemporary literature in selected areas of interest to managers. Content varies by term, based on topic's relevance to current business conditions. Prerequisite(s): Permission of instructor.

MBAG 690 E-W. INDEPENDENT STUDY (3). Covers any field or topic in business not addressed in an existing course. Prerequisite(s): Approval of Degree Chair.

MBAG 699. THESIS (6). Provides students an optional opportunity to complete a thesis advancing an original point of view as a result of research and to defend it before a faculty committee appointed by the Degree Chair. A written proposal must be submitted for approval to the MBA full-time faculty. Prerequisite(s): Approval of Degree Chair.

MBA-INTERNATIONAL (MBAI)

MBAI 602. ISSUES IN INTERNATIONAL BUSINESS (3). Examines issues essential to an understanding of international business activity. Includes the nature of international business, international economic institutions and issues, international monetary issues, government activity affecting international trade, social and cultural effects on international business, human resource management and other related issues.

MBAI 604. INTERNATIONAL MARKETING (3). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Crosslisting: MBAG 604.

MBAI 605. INTERNATIONAL FINANCIAL MANAGEMENT (3). Introduces financial management issues confronting multinational firms. Includes foreign exchange risk management, positioning of funds and cash management, and capital budgeting in the international setting. Prerequisite MBAF 602. Crosslisting: MBAF 605.

MBAI 608. ACCOUNTING FOR THE INTERNATIONAL ENTERPRISE (3). Examines the enterprise operating internationally. Emphasizes the uses of accounting information, techniques and theories to identify and solve management and operational problems for the multinational firm. Prerequisite(s): MBAF 602 and MBAA 602. Crosslisting: MBAA 608.

MBAI 609. ISSUES IN INTERNATIONAL LAW (3). Examines the effect on international business of such legal issues as antitrust, export controls, forms of business organization, the Foreign Corrupt Practices Act, treaties and international agreements.

MBAI 610. INTERNATIONAL TRANSPORTATION (3). Studies transportation and distribution issues relevant to the movement of product across international boundaries focusing on costs, methods and requirements of international transactions. Prerequisite(s): MBAI 602.

MBAI 611. INTERNATIONAL SCIENCE AND TECHNOLOGY (3). Assesses the role of technology in a global competitive market. Considers implications of technology appropriateness, transfer and integration from the perspective of developed and developing economies. Discusses the history and role of technology in the production process. Crosslisting: MBAS 611.

MBAI 612E-W. FOCUS IN AREA STUDIES (3). Examines in detail the varying economic, cultural, social, political, religious and environmental relationships in selected regions of the world. Regions covered may include the Middle East, Europe, the Far East, Africa or Latin America. Covers these areas on a rotating basis.

MBAI 613E-W. SEMINAR IN INTERNATIONAL BUSINESS (3). Provides seminars in selected current topics affecting international business.

MBA-MARKETING (MBAK)

MBAK 602. MARKETING MANAGEMENT (3). Uses case analysis to explore the application of marketing principles to the basic product and service decisions of the firm. Includes product development; pricing and distribution; changing attitudes and habits of buyers; market definition and forecasting; and the impact of such forces as product technology, advertising, and competitor behavior on the product life cycle. Prerequisite(s): BA 420 or MBAP 506.

MBAK 603. MARKETING STRATEGY (3). Examines the relationship of marketing to corporate strategy, and the strategic positioning of individual product or service lines. Emphasizes an understanding of current tools in strategic market planning, and the planning and decision-making process itself. Prerequisite(s): BA 420 or MBAP 506.

MBAK 604. INTERNATIONAL MARKETING (3). Examines the impact of conditions unique to international business on the marketing of goods and services. Includes government policies and regulations; cultural differences in advertising, consumer preferences and buying patterns; distribution and pricing differences; exchange rates and other financial concerns. Crosslisting: MBI 604.

MBAK 605. MARKET RESEARCH (3). Provides a foundation in market research techniques for students interested in a marketing concentration in the MBA. Covers a repertoire of sampling and survey techniques, use of available data relevant to marketing concerns and other fundamentals of this discipline. Focuses on how to design a valid research project in the marketing area including applied exercises and projects in students' present career fields. Prerequisite(s): MBAP 505 and MBAP 506.

MBAK 606E-W. SEMINAR IN MARKETING (3). Addresses current topics relevant to marketing managers. Content varies by term, based on student needs and changes in the marketing environment. Prerequisite(s): BA 420 or MBAP 506 or permission of instructor.

MBAK 607. ADVERTISING AND PROMOTION (3). Examines the development of advertising and promotional strategies, emphasizing linkage with overall corporate and marketing strategies, including campaign execution and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 608. MARKETING PLANS DEVELOPMENT (3). Focuses on marketing skills, tools, and frameworks necessary to develop a complete marketing plan. Emphasizes understanding and development of an environmental audit, competitive analysis, marketing strategies and goals, and tactics for implementation and evaluation. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBAK 609. CONSUMER BEHAVIOR (3). Examines tools and models for developing and understanding consumer behavior, including processes by which individuals, groups, and organizations evaluate and select various products and services. Prerequisite(s): MBAP 506 or BA 420 or permission of instructor.

MBA-MANAGEMENT (MBAM)

MBAM 604. MANAGERIAL LEADERSHIP (3). Provides students with leadership skills in managing work teams. Emphasizes interpersonal behavior and group dynamics and processes. Includes communication, job design, role definition, motivation of individuals within groups, work force diversity and the evolution of group cultures and norms in various kinds of work environments. Concepts draw from the fields of industrial psychology, industrial sociology and other behavioral sciences.

MBAM 605. HUMAN RESOURCE MANAGEMENT (3). Introduces the personnel function and provides an overview of the services and activities assigned to it in formal organizations. Emphasizes how the manager is involved with this function. Addresses human resource planning in a changing environment, employee recruitment and selection, training and development, career planning, compensation, legal obligations to employees, performance appraisal and labor-management relations.

MBAM 606. ORGANIZATIONAL STRUCTURE AND DESIGN (3). Focuses on development of an ability to observe organizations critically. Presents standard organization development (OD) approaches to change, such as identifying, diagnosing and overcoming resistance, change facilitation techniques, closure or re-freezing. Reviews a framework for choosing an organization form congruent with desired performance and productivity goals and strategies. Addresses these issues at the macro level of the total organization and the micro level of work groups within the organization.

MBAM 607. MERGERS AND ACQUISITIONS (3). Introduces fundamental decision-making criteria necessary for considering and effectively implementing merger and acquisition programs using actual examples of successful and unsuccessful attempts.

MBAM 608. ADVANCED BUSINESS LAW (3). Studies the legal foundations of business. Emphasizes business structure and regulatory law including securities law, marketing law, antitrust, business consolidation and business dissolution. Prerequisite(s): MBAC 601.

MBAM 609. PROFESSIONAL COMMUNICATION (3). Refines existing skills in written and oral communication as effective business managers. Emphasizes an interactive approach to the fundamentals of communication, including the preparation of memoranda, letters and reports. Examines oral presentation tools and methods, and persuasive public presentations.

MBA-OPERATIONS (MBAO)

MBAO 602. OPERATIONS MANAGEMENT (3). Provides practical course studies in Operations Management fundamentals including quality management, forecasting, capacity planning, and geolocation inventory and production control, distribution systems, and planning and scheduling. Provides overviews and interrelationships of general Operations Management subject areas.

MBAO 603. PROJECT MANAGEMENT (3). Provides a comprehensive, unified and practical description of the business of managing programs and projects. Includes unified coverage of basic management principles; characteristics of programs and projects; unique roles of the program manager; and the organizational aspects of managing both single and multiple programs. Emphasizes basic program management requirements for planning, work authorization and control, scheduling, evaluating, and reporting. Prerequisite(s): MBAO 602 or MBAS 602 or permission of instructor.

MBAO 604. PROCESS MANAGEMENT (3). Examines systems and processes, focusing on Deming, Juran, Taguchi, Feigenbaum and others. Demonstrates the concept that systems are composed of continuous processes, linking suppliers through business operations to customers. Explores current topics of concern to managers in areas of product and service operations, business process re-engineering, and world class processes. Introduces other topics in process systems management including bench-marking and process life cycles. Prerequisite(s): MBAO 602.

MBAO 606. MANAGING CHANGE (3). Focuses on business industrial change and control management. Explores change in industry standards through technology innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods

available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Crosslisting: MBAS 606.

MBAO 607. SERVICE OPERATIONS (3). Focuses on methods of production and operations management as they apply to an information-age society and global marketplace. Emphasizes role of the customer in the service process. Introduces service classification, organization, delivery, and evaluation within the context of meeting customer expectations while simultaneously satisfying the needs of the service producing organization. Examines methods for evaluating service, developing a service strategy within the public, private, profit, and non-profit sectors. Prerequisite(s): MBAO 602.

MBAO 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Presents current topics of major concern to systems and operations management. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership, organizational transformation and management. Crosslisting: MBAS 609E-W.

MBAO 611. INNOVATION AND ENTERPRISE (3). Designed to give concepts that will help identify and manage research and development (specifically the technology) as a strategic competitive weapon. Focuses on management of technology and the means to acquire it as it is connected to a firm's overall vision and management philosophy. Examines the relationship between product and process innovation as non-linear events, and attempts to reconcile innovative discovery with the desire to fit technology into the orderly management of business.

MBAO 612. OPERATIONS RESEARCH - SYSTEMS ANALYSIS (3). Characterizes management science emphasizing historical development and usage limits. Presents selected tools of management science from a systems point of view. Discusses linear programming, distribution models, decision analysis, game theory, and emerging technologies as they apply to operations management. Applies the scientific approach to managerial decision making. Prerequisite(s): MBAP 505. Crosslisting: MBAS 612.

MBAO 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Examines managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision making, negotiating, motivating employees, as well as the development of organizations. Crosslisting: MBAS 613.

MBAO 614. QUALITY MANAGEMENT (3). Introduces Quality Management and control. Studies the Quality System with an emphasis in the nature of Quality Assurance, its strategic importance in business and industry, and the economic impact of Quality. Provides a

fundamental knowledge of the principles of quality that can be applied equally to the production of goods and services. Prerequisite(s): MBAP 505.

MBA-PREREQUISITES (MBAP)

MBAP 501. FINANCIAL ACCOUNTING (3). Introduces basic accounting principles and procedures for sole proprietorships, partnerships and corporations. Presents the complete accounting cycle, including an analysis of assets, liability and owner-equity accounts.

MBAP 502. MANAGEMENT ACCOUNTING (3). Analyzes accounting information, theory and systems as they are used in management decision making. Includes decision tools and the effect on personnel and organizations. Prerequisite(s): MBAP 501, or AC 320A and AC 320B.

MBAP 504. BUSINESS FINANCE (3). Introduces the tools and techniques used by financial managers to anticipate financing needs, obtain capital and effectively manage a firm's financial resources. Prerequisite(s): AC 340 or AC 440 or MBAP 502.

MBAP 505. BUSINESS STATISTICS (3). Considers managerial applications of statistical information and use of statistical models in the decision-making process at length. Emphasizes probability theory, estimation, hypothesis testing and regression. Introduces fuzzy sets.

MBAP 506. MARKETING (3). Introduces the marketing process, including the analysis of markets and consumer behavior, pricing, making distribution decisions and implementing marketing programs.

MBAP 511. ESSENTIALS OF FINANCIAL ACCOUNTING (2). Identifies and examines the essentials of financial accounting. Topics include accounting for specific assets, liability, owners equity, and revenue and expense transactions. Explores the accounting cycle and different ownership options with an emphasis on sole proprietor, partnership, and corporation.

MBAP 512. ESSENTIALS OF MANAGEMENT ACCOUNTING (2). Studies and practices the use of accounting information and techniques in decision making. Examines specific tools such as cost concepts, breakeven analysis, contribution margin, differential accounting and product costs. Prerequisite(s): MBAP 501, or MBAP 511 or both AC 320A and AC 320B.

MBAP 514. ESSENTIALS OF BUSINESS FINANCE (2). Identifies and analyzes the tools and techniques of business finance from the managers perspective. Topics include financial analysis, capital budgeting, compound interest, cost of capital and valuation of securities. Prerequisite(s): MBAP 502, or MBAP 512, or AC 340 or AC 440.

MBAP 515. ESSENTIALS OF BUSINESS STATISTICS (2). Studies the essential elements of statistical analysis in managerial decision making. Examines probability theory, hypothesis testing, and regression analysis. Focuses in the components of each topic critical for understanding the concept and application of statistical tools and techniques.

MBAP 516. ESSENTIALS OF MARKETING (2). Examines and analyzes the essentials of the marketing process, with a strategic focus on "The Marketing Concept". Topics include understanding the target market, and development of the marketing mix: product, pricing, promotion, and distribution.

MBA-SYSTEMS (MBAS)

MBAS 602. SYSTEMS ANALYSIS, DESIGN AND IMPLEMENTATION (3). Examines systems management fundamentals emphasizing Life Cycle Management, and systems design and development processes. Examines system requirements and viewpoints, analytical activities, standard system life cycles, and General Systems theory. NOTE: First of two foundation courses in Information Systems.

MBAS 603. INFORMATION RESOURCE MANAGEMENT (3). Provides contemporary overview of information systems technology, examining functional approaches to information management and information engineering. Addresses relevant issues in management of information service activities. Introduces expert system technologies relating to information management and the decision making process. Integrates intellectual property management and the ethics of information management.

MBAS 604. DATABASE MANAGEMENT (3). Focuses on basic concepts in hierarchical, network and relational data base structures, with an emphasis on database management, data security and integrity. Examines topics in normalization, Entity-Relationship Models, and standardization in distributed processing and data base environment. Covers both technical and non-technical data management processes and DBMS design and development. Prerequisite(s): MBAS 602.

MBAS 605. INFORMATION COMMUNICATION NETWORKS (3). Introduces concepts in information networks and telecommunications systems from a business perspective. Examines design characteristics, strategies in development, implementation, and operational maintenance concerns. Incorporates the latest technologies, applications, and capabilities for making informed business decisions. Explores issues in business management, including network security, standardization, privacy, deregulation, ISDN and distribution processing. Prerequisite(s): MBAS 602.

MBAS 606. MANAGING CHANGE (3). Focuses on business and industrial change, and control management. Explores change in industry standards through technology

innovations, markets and opportunities, corporate skills portfolios, and products and services. Identifies methods available to plan, initiate and direct change for facilitating positive benefits for future forecasts. Crosslisting: MBAO 606.

MBAS 607. SYSTEMS INTEGRATION (3). Examines methods of system integration, and the process of managing integration activities by controlling configuration items from a business administrator's perspective. Focuses on requirement generation and analysis, identification, specification and management of configuration items, and management of system integration activities through the use of "three way" tractability. Examines nonstandard life cycle management of product improvements. Prerequisite(s): MBAS 602.

MBAS 609E-W. SEMINAR IN SYSTEMS AND OPERATIONS MANAGEMENT (3). Addresses current topics of major concern to systems and operation managers. Topics vary by term but may include such areas as management of research and development projects, product and quality assurance management, team building, leadership and organizational transformation and management. Crosslisting: MBAO 609E-W.

MBAS 611. INTERNATIONAL SCIENCE AND TECHNOLOGY (3). Assesses the role of technology in a global competitive market. Considers implications of technology appropriateness, transfer and integration from the perspective of both developed and developing countries. Explores the history and role of technology in the production process. Crosslisting: MBAI 611.

MBAS 612. OPERATIONS RESEARCH - SYSTEMS ANALYSIS (3). Defines the characteristics of management science with an emphasis on historical development and usage limits. Presents selected tools of management science from a systems point of view. Discusses linear programming, distribution models, decision analysis, game theory, and emerging technologies as they apply to operations management. Utilizes the scientific approach to managerial decision making. Prerequisite(s): MBAP 505. Crosslisting: MBAO 612.

MBAS 613. TECHNICAL MANAGEMENT (3). Explores technical management issues common to both Information Systems and Operations Management. Discusses managerial principles of planning, organizing, monitoring and controlling. Refines skills in managing work, managing systems and teams, decision making, negotiating, motivating employees, as well as the development of organizations. Crosslisting: MBAO 613.

MASTER OF NONPROFIT MANAGEMENT (MNM)

MNM 601. HISTORY, THEORY AND FUTURE OF THE NONPROFIT SECTOR (3). Examines origins and societal roles of nonprofit organizations in a global environment including social, political, economic, cultural and ideological issues. Addresses types and characteristics of nonprofit organizations, and trends and projections for the future of the third sector.

MNM 602. COMMUNICATION SKILLS FOR NONPROFIT ORGANIZATION LEADERS (3). Examines the principles and practices of effective communication, focusing on written and oral communication styles. Covers memo, report and proposal writing, and effective oral communication in all types of settings including staff meetings, public forums and electronic and print media relations.

MNM 610. LEGAL AND GOVERNMENTAL ISSUES (3). Examines and analyzes legal issues significant to the management of nonprofit organizations including incorporation and by-laws, liabilities, contracts, personnel procedures, employee-management relations, tax exemption and reporting requirements, and political advocacy. Explores relationships among the third sector and federal, state and local governments.

MNM 611. NONPROFIT ORGANIZATIONAL POLITICS (3). Focuses on organizational theory and behavior, addressing the wide range of external forces and internal dynamics that affect nonprofit organizations function and evolution.

MNM 612. ADVOCACY AND THE THIRD SECTOR (3). Examines the rights and responsibilities of nonprofit organizations in the governmental process. Explores the importance of government to the nonprofit organization's mission, the legal parameters of nonprofit involvement and the proper techniques for establishing an effective presence in the political process.

MNM 613. PROGRAM DEVELOPMENT AND EVALUATION (3). Emphasizes the issues of planning, developing and implementing programs consistent with organizational mission and goals. Emphasizes conducting and interpreting needs assessments, evaluating organizations and their programs, and making operational organizational philosophy and goals.

MNM 620. MARKETING FOR NONPROFIT ORGANIZATIONS (3). Investigates the principles and practices of marketing, public relations and promotional strategies in relation to availability of resources. Emphasizes issues critical to nonprofit organizations, such as clients, volunteers, trustees and other stakeholders.

MNM 624. GRANT WRITING (3). Provides an in-depth examination of all aspects of grant writing including foundation, federal and corporate proposals. Examines the essentials of a successful grant writing strategy for nonprofit organizations.

MNM 625. PLANNED GIVING FOR NONPROFIT ORGANIZATIONS (3). Provides comprehensive instruction as a development technique. Includes estate planning bequests, outright gifts, recoverable gifts, life income gifts, special tax issues, ethical issues and implementation and marketing of planned gift programs.

MNM 626. ORCHESTRATING THE CAPITAL CAMPAIGN (3). Examines the nature and dynamics of campaign planning and implementation and explores the respective roles and responsibilities of board members, staff, consultants and volunteers in the context of successful strategic planning and evaluation.

MNM 627. WEALTH AND PHILANTHROPY (3). Examines wealth and philanthropy in American society. Includes how wealth is distributed; the patterns, practices, roles and functions of giving money; why and how wealthy people give; and how giving connects to other aspects of their lives.

MNM 630. ACCOUNTING PRINCIPLES AND PROCEDURES FOR NONPROFIT ORGANIZATIONS (3). Examines basic principles and procedures of accounting as applied to nonprofit organizations. Includes budgeting, cash flow projections and analysis, internal expenditure controls and audits.

MNM 640. VOLUNTEER MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3). Examines extensive roles of volunteerism in society and how volunteers are recruited, organized and managed in various types of nonprofit organizations.

MNM 641. CONFLICT RESOLUTION IN NONPROFIT ORGANIZATIONS (3). Concentrates on theory and practice of conflict resolution in nonprofit organizations. Includes interpersonal and intergroup dispute mediation, and negotiation and arbitration.

MNM 642. HUMAN RESOURCE MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3). Examines a variety of issues addressing the effective management of people working in nonprofit organizations. Includes hiring policies and practices, compensation packages, staff development, staff evaluation, collective bargaining, labor-management issues and equal employment opportunity.

MNM 643. FINANCIAL RESOURCE DEVELOPMENT (3). Examines principles and techniques of fund-raising, including developing fund-raising plans for different types of nonprofit organizations. Covers resource development from foundations, corporations, government and individual solicitation. Includes proposal writing and presentation, direct mail, conducting special events, capital and major gift campaigns, and planned giving. Emphasizes obtaining and

retaining memberships, pricing services, creating and operating profit making venture programs.

MNM 644. FISCAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS (3). Focuses on using financial information management for budgeting, finance and investment decision making in nonprofit organizations. Includes acquisition, reporting, taxation, risk management and regulatory issues. Emphasizes unique problems of nonprofit organizations in capital formation, generating earned income, managing endowments and gifts and tax planning.

MNM 645. GOVERNANCE IN NONPROFIT ORGANIZATIONS (3). Examines and analyzes critical dimensions of governance in nonprofit organization, particularly governance by boards of directors. Considers their composition, function, structure, roles and responsibilities of members, and life and growth cycles of organizations.

MNM 650. INFORMATION SYSTEMS FOR NONPROFIT ORGANIZATIONS (3). Utilizes information systems as a tool for managing records and exploring programs applicable to nonprofit organizations.

MNM 651. RESEARCH METHODS FOR NONPROFIT ORGANIZATIONS (2). Focuses on the various techniques necessary for an effective investigation of social and organizational concerns. Includes use of library and computer searches; available resources in the local, national and international community, interviewing techniques; surveys and general statistical analysis.

MNM 660. GRASSROOTS ORGANIZATIONS IN SOCIETY (3). Examines key elements and strategies necessary to successfully run a grassroots nonprofit organization. Focuses on the utilization of staff and volunteers in an effective and efficient capacity.

MNM 680. ETHICAL ISSUES AND NONPROFIT ORGANIZATIONS (3). Examines ethical and moral issues that pose dilemmas for leaders and managers of nonprofit organizations, emphasizing issues related to an organization's purpose, funding sources, clients or constituencies, board of directors, volunteers and staff.

MNM 690E-W. INDEPENDENT STUDY IN NONPROFIT MANAGEMENT (1-4). Provides an opportunity for faculty-directed independent research in any field or topic in nonprofit management not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair.

MNM 695E-W. SEMINAR IN NONPROFIT MANAGEMENT (3). Provides an opportunity for faculty-directed intensive research on a topic relevant to current conditions in the nonprofit sector.

MNM 697A. PROFESSIONAL PROJECT: PROPOSAL (3). Forms the capstone experience representing the creation, development, improvement or evaluation of a product or

program or entails the writing of a thesis. Provides immediate applicability in a specific nonprofit agency or sector of the nonprofit world. Pass/No Pass grading only.

MNM 697B. PROFESSIONAL PROJECT: PAPER/PRESENTATION (3). Develops a comprehensive understanding of a specialized area, as demonstrated by the completion of a significant and relevant professional or scholarly project. NOTE: Oral and written presentation to faculty and peers required. Prerequisite(s): MNM 697A. Pass/No Pass grading only.

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (MSC)

MSC 525. SYSTEMS ANALYSIS AND DESIGN FOR DATABASE APPLICATIONS (3). Studies the analysis and design of computer based information systems. Focuses on database applications, transformation processes, comprehensive design and advanced technology. Emphasizes expert and knowledge-based systems. Discusses physical file organization, data integrity and security techniques. Develops data structures in context of database, database management and data communications..

MSC 570. SURVEY OF PROGRAMMING LOGIC WITH JAVA (3). Provides the foundation of object-oriented programming tools and their proper use. Introduces sound programming techniques, generic language constructs such as elementary control statements using an object-oriented, and data driven approach to concepts and program design using Java language as the medium. Practical experience creating and modifying Java applets and applications, and embedding Java applets in HTML files.

MSC 575. OBJECT ORIENTED CONTROL AND DATA STRUCTURES WITH JAVA (3). Develops a precise and logical methodology in reducing complex and unformatted data to algorithmic format. Introduces concepts and methodologies of programming and design, control structures, data structures, objects and classes, arrays and pointers using Java programming language. Emphasizes sound programming practices. Presents algorithms used in problem-solving. Prerequisite(s): MSC 570.

MSC 600. COMPUTER SYSTEMS ARCHITECTURE (3). Analyzes hardware architecture focusing on choices made by an Information Technology Manager in the design of a hardware system and the trade-offs involved in those choices. Examines the Information Technology (IT) Manager's perspective in trying to select hardware platforms appropriate for a business. Includes price/performance tradeoffs, instruction sets, pipelining of instructions, memory architectures and organization, I/O architectures,

alternatives to the standard Von Neumann architecture (parallel and vector processing). Covers topics extending from this technical base, including specification of hardware requirements in an RFP, the use of multiple hardware platforms in a cooperative processing context, managing the changeover to a new hardware platform and ethical implications. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 605. HUMAN - COMPUTER INTERACTION (3). Discusses the need for and foundations of the field, menu design, and interaction styles and various input/output environments. Examines new technologies, such as virtual reality or tele presence, as potential answers to design problems encountered in addressing the diversity of the user community. Students create and apply evaluation techniques to make the task fit the user. May cover management issues involved in utilizing computer technology in an enterprise including planning for user and management support, computer supported cooperative work, and the need for training and documentation.

MSC 609. UNIX CONCEPTS (3). Studies the fundamentals and concepts of the UNIX operating system. Emphasizes UNIX file system, shell programming, file and data manipulation and tools. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 610. SYSTEMS INTEGRATION IN A NETWORKED ENTERPRISE (3). Focuses on integration of network technologies into business strategies, processes and legacy systems. Emphasizes multivendor solutions and strategies for model development. Prerequisite(s): MSC 664 or equivalent.

MSC 612. ADVANCED UNIX CONCEPTS (3). Studies advanced concepts within the UNIX operating system. Topics include: system security and administration, client/server computing, UNIX Network Utilities and programming in the UNIX environment. Prerequisite(s): MSC 609.

MSC 620. PRESENTATION OF TECHNICAL MATERIALS (3). Enhances skills with and knowledge of the technology appropriate for communicating complex, technical topics to nontechnical audiences by way of documents, graphics and oral presentations. Provides a workshop-oriented experience in developing documents and delivering presentations. Integrates peer and facilitator critiques sharing various technologies for effective written and oral communications.

MSC 622. C PROGRAMMING (3). Studies data types, operators, selection and iteration control structures, blocks, functions, parameter passing, scope and lifetime of variables, arrays, string manipulation, structures, and basic I/O. Prerequisite(s): MSC 605, MSC 620, and MSC 645.

MSC 625. OBJECT ORIENTED PROGRAMMING I (3). Develops technical proficiency in an object oriented programming language. Presents syntax, logic, testing and

debugging required to produce programs in an object oriented approach. Uses the C++ programming language as a vehicle to teach object oriented programming and implement the concepts of object oriented design. Students implement portions of their design developed in MSC 630. Expands "C" programming skills to the current programming features of the C++ programming language and develops useful object oriented tools for programming personal computers. Prerequisite(s): MSC 630. NOTE: Knowledge of advanced "C" required. Uses the project completed in MSC 630 as the basis for the C++ project.

MSC 627. OBJECT ORIENTED PROGRAMMING II (3). Builds on foundation established in MSC 625. Emphasizes implementation of object-oriented designs using C++. Prerequisite(s): MSC 625.

MSC 630. OBJECT ORIENTED SYSTEMS DESIGN (3). Explores systems design and software engineering from the object oriented perspective. Presents an object oriented approach to software development based on modeling objects from the real world and uses the model to build a language-independent design organized around those objects. Applies object oriented concepts throughout the entire software life cycle, from analysis through design to implementation. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 634. MANAGING OBJECT ORIENTED TECHNOLOGY (3). Studies fundamentals of software engineering project management with a focus on object oriented development. Examines successful and failed object-oriented ventures and simulated project management experiences, with an emphasis on tools and techniques necessary for scoping, planning, managing, and deploying a successful object-oriented project in a timely, cost-effective, and repeatable manner. Prerequisite(s): MSC 630.

MSC 635. SOFTWARE TESTING (3). Introduces the major concepts of software testing and develops technical proficiency in test case design and test plan development. Covers techniques and tools for software testing, the design of test cases, the development of software requirements to support testing and test plan development. Presents software testing activities and products within the context of the software development life cycle. Addresses the role of inspections, walk-through's and reviews in support of software testing. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 640. DATABASE CONCEPTS (3). Explores data modeling, database design, management concepts, and SQL in depth, with an emphasis on the design and development of GUI database applications. Utilization of ORACLE® RDBMS and Oracle's Developer/2000™ tools (Oracle Forms™ and Oracle Reports™), with hands-on experience with a professional-strength, relational database management system and powerful GUI, client-server application development tools. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 642. DATABASE APPLICATION DEVELOPMENT USING ORACLE® (3). Explores the design and development of GUI database applications in a distributed computer environment. Focuses on the use of Oracle Developer/2000™ toolset and the Oracle 7 database management systems. Studies application concepts and management issues involved with the deployment and support of distributed applications. Develops applications using Oracle Forms, Oracle Reports, Oracle Graphics and PL/SQL.. Prerequisite(s): MSC 640.

MSC 643. DATABASE APPLICATION DEVELOPMENT USING POWERBUILDER™ (3). Studies the design and development of GUI client-server database applications, focusing on the use of PowerBuilder 5.0 and the Sybase SQL Anywhere relational database management system in the windows environment. Explores the PowerBuilder interactive development environment (IDE), including the essential Painters and the Powerscript language; user interface design, including single document interface (SDI) vs. multiple document interface (MDI); and deployment issues, including executable creation, auto-installation, and the PowerBuilder runtime environment. Emphasizes PowerBuilder's support for client-server concepts, including application partitioning, object orientation, coding for re-usability, consistency of user interface, and database interfaces. Prerequisite(s): MSC 640.

MSC 645. APPLIED SYSTEMS ANALYSIS (3). Expands on introductory systems analysis covering current developments in the computer industry. Focuses on fact-finding, communications, project management and cost-benefits analyses. Applies classical and current tools for describing data flow, data structure, process flow and entity relationships to documenting systems requirements in a systems proposal. Focuses on improving systems analysis and design techniques through discussion and case study application.

MSC 646. APPLIED SYSTEMS DESIGN AND IMPLEMENTATION (3). Design input mechanisms, outputs and business application software; formalize and establish standards for approaching systems design and implementation projects. Focuses on effectively using systems design and implementation techniques for information systems based upon a current case study. Prerequisite(s): MSC 645 or equivalent.

MSC 650. CASE TECHNOLOGIES (3). Covers the functions performed by today's CASE tools, software development life-cycle, management strategies, and CASE tool implementation. Focuses on re-engineering and reverse engineering, CASE repositories, and industry-wide CASE standards activities. Prerequisite(s): MSC 640. NOTE: MSC 642 recommended.

MSC 655. RAPID APPLICATION DEVELOPMENT AND PROTOTYPING (3). Explores rapid software development strategies, risk management, software life-cycles, customer-oriented development (including JAD and JRP), and best development practices. Focuses on trade-offs in a rapid

development project, project size estimation and scheduling, team motivation and structure, feature-set control, and project recovery, involving re-use, prototyping, development tool selection, learning curves, and team productivity factors. Prerequisite(s): MSC 605, MSC 620, MSC 645 and permission of Degree Chair.

MSC 656. ADVANCED DATABASE TECHNOLOGIES (3). Explores state-of-the-art database technology and emerging database technologies, with an emphasis on distributed database management, client-server databases, middleware, data warehouses, replication, parallel database management systems, object-oriented databases, SQL and ODMG language standards, temporal databases, intelligent databases, spatial databases management, hypertext and hypermedia, transaction processing, and database security. Prerequisite(s): MSC 640, and either MSC 642 or MSC 643, or permission of Degree Chair.

MSC 664. LOCAL AREA NETWORKS (3). Studies local area network (LAN) technology including software, hardware and supporting equipment. Topics include: topologies and transmission media, LAN protocols, the IEEE 802 standard, highspeed LANs, optical fiber LANs, LAN performance measurements, network interface, internetworking, and network design. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 666. WIDE AREA NETWORKS (3). Examines popular wide area networking technologies and local computer networks that are interconnected across cities, states and nations. Explores physical and data link protocols used in networks, including SONET, cell relay, and related transmission formats used in DS1 and DS3 services. Prerequisite(s): MSC 664.

MSC 667. NETWORK MANAGEMENT (3). Examines components of a computer network consisting of Local Area networks, Wide Area networks, and varieties of software and hardware technologies. Topics include monitoring, managing and maintaining the availability of complex network infrastructures, including Network Management Software & Hardware Technologies, Standards, Network Management Protocols, Management Information Bases, and popular current implementations. Prerequisite(s): MSC 664.

MSC 668. GROUPWARE CONCEPTS (3). Introduces concepts of groupware and application of this technology to business processes. Emphasizes automating processes and solving problems not typically addressed with traditional database tools. Focuses on groupware concepts, tools and applications for collaborative technology in a client-server environment. Prerequisite(s): MSC 605, MSC 620, and MSC 645.

MSC 669. INTERNET: CONCEPTS AND TOPICS (3). Advanced analysis of design, construction, administration and use of Internet services. Investigates Internet history, purposes, protocols, governing and registry groups. Exams tools, privacy issues, network, security, legal, social public

policy and management issues. Provides a forum for discussing business drivers for Internet including marketing, sales, global focus and corporate presence. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 670. JAVA PROGRAMMING (3). Explores building applications for the Internet and the World Wide Web (WWW) using Java as a programming language, including WWW application architectures and alternatives, cross platform application development, the Java programming environment and tools, basic language components, user interfaces and AWT, data structures and databases, networking, and online resources. Prerequisite(s): MSC 605, MSC 620, MSC 625, MSC 630 and MSC 645 or equivalent.

MSC 671. DATA COMMUNICATIONS DESIGN AND IMPLEMENTATION (3). Studies the emerging and predominant networking technologies of the late 1990's. Examines the processes of network design incorporating voice, video, and data into integrated networks, explores the operation and management of networks that will dominate in the year 2000. Prerequisite(s): MSC 666 or equivalent.

MSC 675. CURRENT COMPUTING ISSUES (3). Develops student's ability to effectively research and critically evaluate emerging technologies. Draws upon multiple sources of information, distill fact from bias, ascertain strengths and weaknesses of a target technology, and develop guidelines for determining the strategic potential of the technology for an enterprise. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 680. PROJECT MANAGEMENT (3). Covers the management of business/computer information development projects meeting the goals of efficiency, time and budget control, and producing accurate, reliable, maintainable outcomes. Discusses traditional life cycle and cyclic development approaches. Includes technical aspects of project estimation, scheduling (PERT), project monitoring and project control. Uses manual and automated project management tools in a simulated software project. Provides a forum to discuss student experience with people management issues (team-building, user-manager cooperation, commitment to quality). Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 685. INTRODUCTION TO MULTIMEDIA TECHNOLOGIES (3). Examines the scope of interactive multi-media (integrated combinations of text, graphic art, sound, animation, and video) through the viewpoints of business, technology, and the user. Studies diverse aspects of multi-media development focusing on evaluation, justification, management, and delivery of projects and applications. Prerequisite(s): MSC 605, MSC 620, and MSC 645.

MSC 686. MULTIMEDIA AUTHORING (3). Studies the process of integrating multimedia assets (text, graphics, sound, animation, video) into a navigable sequence and the capabilities of various authoring environments. Addresses aspects of object-oriented and evolutionary design, content

acquisition, cross platform capabilities, and quality assurance. Prerequisite(s): MSC 685.

MSC 687. DIGITAL VIDEO POST-PRODUCTION FOR MULTIMEDIA (3). Studies the development of a video file suitable for use in multi-media applications with a focus on advanced pre-production asset production. Explores creative and technical innovations and solutions to digital video applications, including differences between traditional and non-traditional orientations and their effects on multimedia products. Prerequisite(s): MSC 685.

MSC 688. BUSINESS ISSUES IN MULTIMEDIA (3). Examines fundamentals of software engineering project management focusing on multimedia development. Through the study of successful and failed multimedia ventures and a simulated project management experience, applies tools and techniques necessary for scoping, planning, managing, and deploying a successful multimedia project in a timely, cost-effective, and repeatable manner. Prerequisite(s): MSC 685.

MSC 689. ASSET ACQUISITION AND DEVELOPMENT FOR MULTIMEDIA (3). Covers the acquisition and creation of diverse ranges of media elements possible within a multimedia development project. Reviews design and production from an artistic, technical, legal, and user viewpoint. Considers effects of different environments; including personal computer, kiosk, television, projected display, and delivery and presentation within a multimedia application. Prerequisite(s): MSC 685.

MSC 690E-W. INDEPENDENT STUDY IN MSCIS (1-3). Provides an opportunity for faculty directed independent research in any field or topic in computer information systems not covered in scheduled course offerings. Prerequisite(s): Approval of Degree Chair.

MSC 695E-W. TECHNOLOGY SEMINAR (3). Concentrates on leading edge technology in selected areas of interest to Computer Information Systems professionals based on topics relevant to current technological conditions. Prerequisite(s): MSC 605, MSC 620 and MSC 645.

MSC 696. PROFESSIONAL PROJECT (3). Establishes individual student's presentation schedules. Students make their MSCIS program presentation and submit a written report. Forms the capstone experience representing a significant effort. Students demonstrate an understanding of the program material. Prerequisite(s): MSC 605, MSC 620, MSC 645 and permission of instructor/Project Advisor. Pass/No Pass grading only.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

MSM 601. LEADERSHIP: A PERSONAL CONTEXT (3). Examines the relevance of human diversity within an organization building philosophies and skills to become effective leaders. Addresses personal development and diversity, individual change and basic change process theory. Introduces concepts of adult learning, learning styles, paradigm shifts and conscious celebration.

MSM 611. MANAGEMENT AND LEADERSHIP PROCESSES (3). Explores management and leadership philosophies. Focuses on contemporary leadership theories and their impact on organizations. Analyzes leadership actions within an ethical framework and present-day ethical challenges for leaders and organizations. Prerequisite(s): MSM 601.

MSM 621. ORGANIZATIONAL CHANGE (3). Examines the history, foundations and supporting theories of Organizational Development. Explores Action Research, the role of the change agent, and Organizational Transformation concepts. Develops strategies for transforming organizational culture, architecture and leadership. Prerequisite(s): MSM 601 and MSM 611.

MSM 631. STRATEGIC MANAGEMENT AND FINANCIAL REPORTS ANALYSIS (3). Identifies strategic management areas for organizations and evaluates these in terms of changing environments. Develops skills in strategic planning, financial statement analysis, and concomitant alignment of mission, vision, and objectives. Explores processes in strategic management. Prerequisite(s): MSM 601.

MSM 641. LEADING EFFECTIVE TEAMS (3). Investigates processes of developing high performance teams. Explores management conflict strategies, promotes collaboration, and develops self-managed teams. Prerequisite(s): MSM 601.

MSM 651. DELIVERING BUSINESS PROCESS IMPROVEMENT (3). Explores aspects of delivering quality products and services. Develops Business Process Improvement plans that enhance students' ability to identify, plan, evaluate, and achieve business process changes that anticipate and satisfy customers' expectations. Prerequisite(s): MSM 601.

MSM 661. LEADING IN CHANGING ECONOMIES (3). Discusses current issues in economics and their relationship for achieving organizational goals. Explores the nature of economic philosophy. Analyzes the impact of economic reality on the organization. Prerequisite(s): MSM 601.

MSM 671. LEADERSHIP FOR THE FUTURE (3). Explores the future of organizations, leadership roles and forecasting. Examines systems thinking, strategic planning, trend analysis, scenario building and learning organizations in the next millennium. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 681. LEADING IN THE INTERNATIONAL ORGANIZATION (3). Explores leadership and organizational changes associated with the shift from a domestic to an international marketplace. Focuses on paradigms of business and leadership practices, with an emphasis on organizational values, business plans and culturally appropriate strategies for success. Prerequisite(s): MSM 601.

MSM 691. MANAGING DIVERSITY (3). Explores the impact of diverse cultures on organizations and communities from both a leadership and management perspective. Prerequisite(s): MSM 601.

MSM 692. APPLIED ACTION RESEARCH (3). Plan, design and implement an action research project for leading successful organizational change. Includes completion of an approved written proposal for an action project within an organization, and critiquing of classmates' research. Individual project proposals will be approved by a faculty advisor and second faculty reader. Prerequisite(s): MSM 601, MSM 611 and MSM 621. Pass/No Pass grading only.

MSM 693. CONTEMPORARY LEADERSHIP RESEARCH (3). Students initiate the contemporary leadership research project through a written proposal on a select topic applicable to leadership in contemporary organizations. Prerequisite(s): MSM 601, MSM 611 and MSM 621. Pass/No Pass grading only. NOTE: Project proposals require the approval of the faculty advisor and second faculty reader.

MSM 694. PROFESSIONAL LEADERSHIP PROJECT (3). Forms the capstone experience to the MSM Program. Students document in a professional paper the action research project or contemporary leadership research project and formally present the action research to a faculty committee for evaluation and feedback. Prerequisite(s) MSM 692 or MSM 693.

MSM 695E-W. SEMINAR IN LEADERSHIP AND MANAGEMENT (1-3). Focuses on contemporary literature in selected areas of interest to leaders and managers. Content varies by term, based on topic's relevant to current business conditions. Prerequisite(s): MSM 601, MSM 611 and MSM 621.

MSM 696D. MENTORING PHASE IV: PUBLISHABLE PAPER (2). Provides a program capstone recording the events of the collaborative change intervention through a publishable paper. Prerequisite(s): MSM 696C. NOTE: Mentoring Phases IV is completed as an independent study.

MSM 696E. MENTORING PHASE V: PROFESSIONAL PRESENTATION (1). Involves the presentation of a leadership and organization change paper to faculty and peers for evaluation and feedback. Prerequisite(s): MSM 696D. NOTE: Typically taken as the last course in the MSM Program.

MATHEMATICS (MT)

MT 100. REMEDIAL MATHEMATICS (0). Provides remedial study for students who are deficient in high school mathematics. Prerequisite(s): Placement by department. Pass/No Pass grading only.

MT 101. MATH WORKSHOP (0). Provides a review of mathematics and basic algebra. Fee required. Pass/No Pass grading only. NOTE: Offered only in the School for Professional Studies.

MT 201. COLLEGE ALGEBRA (3). Studies sets, properties of real numbers, algebraic operations, polynomials, equations, inequalities, functions and graphs and theory of equations. Prerequisite(s): Placement by department. NOTE: See Departmental Regulation 1.

MT 202. MATH SKILLS ENHANCEMENT (3). A self-paced course to improve mathematical ability. Topics include whole numbers, exponents and equations, word problems, factoring, fractions, decimals, percent, introduction to algebra, graphing and straight lines. Videotape available on each chapter for self-paced tutoring. Does not meet the core mathematics requirement. NOTE: Offered only in the School Professional Studies.

MT 204. CONTEMPORARY MATHEMATICS (3). Presents topics in contemporary mathematics of interest to the liberal arts' student. Extensive use of technology to explore logic, matrices, probability, exponentials, graph theory, linear programming, game theory and problem solving skills usable by a productive citizen.

MT 205. COLLEGE ALGEBRA AND TRIGONOMETRY (3). Provides a rapid review of modern college algebra and college trigonometry approached from circular functions, exponential and logarithmic functions. Prerequisite(s): Placement by department. NOTE: See Departmental Regulation 1.

MT 231. PLANE TRIGONOMETRY (3). Studies trigonometric functions, their relations, graphs, logarithms and exponentials and their applications. Prerequisite(s): MT 201 or placement by department. NOTE: See Departmental Regulation 1.

MT 270. INTRODUCTION TO STATISTICS (3). Presents introductory statistics for students whose major is not mathematics. Regis College cross listing: BA 270. School for Professional Studies cross listing: None.

MT 272. STATISTICS FOR SOCIAL SCIENCES (3). Presents introductory statistics emphasizing applications in the social sciences, for students whose major is not mathematics.

MT 320. INTRODUCTION DISCRETE MATHEMATICS (3). Introduces mathematical tools used by computer scientists with an emphasis on developing problems solving abilities. Topics include machine logic, set theory, Boolean algebra, mathematical induction, and data structures. Prerequisite(s): MT 201. NOTE: Offered only in the School for Professional Studies.

MT 340. QUANTITATIVE METHODS (3). Introduces operations research. Emphasizes decision making under conditions of uncertainty, linear programming, regression models, PERT and CPM, and other quantitative techniques used in a typical business setting. Prerequisite(s): MT 201 and BA 270 or MT 270 or equivalent. Cross listing: BA 340.

MT 360A. GEOMETRY AND CALCULUS I (4). Integrates the main topics from analytic geometry and single and multi-variable calculus. Regis College prerequisite(s): MT 205 or MT 231 or placement by department. School for Professional Studies prerequisite(s): MT 201.

MT 360B. GEOMETRY AND CALCULUS II (4). A continuation of MT 360A. Prerequisite(s): MT 360A or placement by department.

MT 360C. GEOMETRY AND CALCULUS III (4). A continuation of MT 360B. Prerequisite(s): MT 360B or placement by department.

MT 370. INTERMEDIATE STATISTICS (3). Introduces stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, -factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-test; the runs test; and the Spearman correlation. Prerequisite(s): MT 270 or BA 270 or permission of instructor. Cross listing: BA 370 and PY 370.

MT 405. NUMERICAL METHODS (3). Uses computers in solving linear and nonlinear equations, approximation theory, numerical integration and differentiation, numerical solution of differential equations and linear programming. Prerequisite(s): MT 360B, with MT 360C strongly recommended.

MT 415. LINEAR ALGEBRA (3). Studies vector spaces, linear transformations, matrices, determinants, systems of equations, eigenvalues and characteristic matrices. Prerequisite(s): MT 360B and MT 360C strongly recommended.

MT 417. DISCRETE MATHEMATICAL STRUCTURES (3). Presents tools used by mathematicians and computer scientists and emphasizes problem-solving development. Topics include logic, set theory, counting techniques, mathematical induction, basic properties of graphs and

digraphs. Prerequisite(s): MT 360A and MT 360B. NOTE: Offered only in School for Professional Studies.

MT 420A. INTRODUCTION TO OPERATIONS RESEARCH I (3). Summarizes matrix and vector algebra. Introduces hyperplanes and convex geometry in n-dimensions, scanning extreme points and tableau pivots, the simplex algorithm and slack variables, degeneracy and classification of linear programming problems, duality theory and shadow variables, imputed values and sensitivity analysis. Prerequisite(s): MT 360B or permission of instructor.

MT 420B. INTRODUCTION TO OPERATIONS RESEARCH II (3). Introduces sequential search techniques, Fibonacci search, three point interval search, convex functions, gradient techniques, exploratory sequences and accelerated pattern moves for an n-dimensional setting; the feasible direction algorithm; dynamic programming; active versus inactive constraints and penalty functions. Prerequisite(s): MT 360B.

MT 423A. ABSTRACT ALGEBRA I (3). Provides an axiomatic treatment of basic concepts of groups, rings and fields. Prerequisite(s): MT 360C.

MT 423B. ABSTRACT ALGEBRA II (3). A continuation of MT 423A. Prerequisite(s): MT 423A.

MT 426. HISTORY AND FOUNDATIONS OF MATHEMATICS (3). Discusses topics in ancient methods of numeration and calculation, the history and solution of classical problems, including topics from number theory, algebra, geometry, and calculus. Includes contributions of the great mathematicians, under-represented groups (including minorities and women), and diverse cultures. Investigates the role of mathematics in civilization. Prerequisite(s): MT 360B. NOTE: Required for students preparing to teach secondary mathematics.

MT 430. INTRODUCTION TO MATHEMATICAL MODELING (3). Studies principles of constructing mathematical models; models of arms races, population growth, and voting procedures. Introduces measurement theory, utility theory, Markov processes, paired associate learning, epidemics and queuing theory. Prerequisite(s): MT 360B.

MT 435. APPLIED COMBINATORICS (3). Studies arrangements and selections, generating functions, recurrence relations, the inclusion-exclusion principle, elements of graph theory, covering circuits, trees and searching, and network algorithms. Prerequisite(s): MT 360B.

MT 441. MODERN GEOMETRY (3). Provides a history of geometry, symmetry groups of regular figures, isometry and similarity in Euclidian space and analytic projective geometry. Prerequisite(s): MT 360B.

MT 454A. ADVANCED CALCULUS I (3). Studies limits and continuity; functions of several variables; partial derivatives; geometric applications; multiple integrals; and line, surface, and space integrals. Prerequisite(s): MT 360B.

MT 454B. ADVANCED CALCULUS II (3). A continuation of MT 454A. Prerequisite(s): MT 454A.

MT 463. DIFFERENTIAL EQUATIONS (3). A continuation of MT 360A, MT 360B and MT 360C. Includes first and second order differential equations, series and numerical solutions. Prerequisite(s): MT 360C.

MT 470A. MATHEMATICAL STATISTICS I (3). Introduces probability; distribution functions and moment generating functions, correlation and regression; development and applications of binomial, normal, student's T, chi square, and F distributions. Prerequisite(s): MT 360B, with MT 360C strongly recommended.

MT 470B. MATHEMATICAL STATISTICS II (3). A continuation of MT 470A. Prerequisite(s): MT 470A.

MT 490E-W. INDEPENDENT STUDY IN MATHEMATICS (1-3). Provides an opportunity for independent exploration of areas of interest. Prerequisite(s): Approval of Department Chair.

MT 495E-W. SEMINAR IN MATHEMATICS (3). Offers seminars varying in course content. Prerequisite(s): Approval of Department Chair.

MEDICAL IMAGING MANAGEMENT (MI)

MI 312. INTRODUCTION TO HEALTH CARE SERVICES (3). Examines health services in the United States and indicators and predictors of health services utilization. Includes an overview of health services providers and of methods for assessing and regulating the system, and discusses national health policy. Cross listing: HCA 312 and HIM 312.

MI 423. MEDICAL LEGAL CONCEPTS (3). Discusses the legal field related to the medical field and the interrelationships between health care facilities, physicians and patients. Emphasizes confidentiality privacy rights and privileged information. Addresses the legal impact of regulating bodies such as OSHA, CDC, etc. Analyzes legal cases in order to apply legal standards. Cross listing: HCA 423 and HIM 423.

MI 425. QUALITY IMPROVEMENT IN HEALTH CARE SETTINGS (3). Studies the impact and requirements of joint commission (JCAHO) regulations on facility wide quality improvement initiatives and explores total quality management (TQM) and continuous quality improvement

(CQI) principles. Investigates the values of self-directed work teams in problem resolution within and across departments, and the use of statistical methods. Cross listing: HCA 425 and HIM 425.

MI 432. CURRENT TOPICS IN HEALTH CARE LEADERSHIP (3). Introduces current concepts of leadership and organizational behavior as applied in the health care setting. Emphasizes exploration of leadership theory, new management concepts and practices, and the impact of group and individual behavior on the organization. Includes leadership skills versus management skills, team development, systems theory and organizational culture. Cross listing: HCA 432 and HIM 432.

MI 450. COMPUTERIZED HEALTH INFORMATION SYSTEMS (3). Reviews health information systems related to the needs of health care activities including administrative, financial, clinical and decision support services. Emphasizes terminology, systems analysis and design, organizing and evaluating requests for proposal, and strategic planning for integrated facility-wide systems and networks. Discusses standards development such as Health Level 7 (H-7) and the Computerized Patient Record (CPR). Prerequisite(s): CS 200 or equivalent. Cross listing: HCA 450 and HIM 450.

MI 460. HEALTH STATISTICS AND RESEARCH METHODS (3). An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting. Topics include commonly used health statistics, epidemiology, quality improvement, and outcomes research with an emphasis on study design, data collection, data analysis, data interpretation and data presentation skills. Emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision making, and policy development. Prerequisite(s): MT 270 or equivalent. Cross listing: HCA 460 and HIM 460.

MI 461. RESEARCH IN HEALTH SERVICES (3). Students work independently under the direction of an assigned instructor to refine the research proposal developed in MI 460. The student completes the research process through data collection, analysis, conclusions and recommendations for further research. Research is presented in a formal article format. Prerequisite(s): MI 460. Majors only. Permission of Director. Cross listing: HCA 461 and HIM 461. NOTE: Approval of Department Chair or prerequisite required. Admission to Department required.

MI 463. IMAGING MODALITIES (3). Examines modalities in addition to diagnostic radiography that may be included in the Medical Imaging Department. Includes computerized axial tomography, magnetic resonance imaging, mammography, nuclear medicine, radiation oncology, special procedures and ultrasonography. Emphasizes equipment, room layout, staffing, resources and patient referral. Prerequisite(s): Majors only. Liability insurance fee required. NOTE: 30 clinical hours of observation required in the modalities covered. Specific sites having agreements

with Regis University are available to students. Students unable to do clinicals on weekends must make weekday observation arrangements with their employers. Students may not observe in their own workplace.

MI 480. MANAGEMENT OF MEDICAL IMAGING SERVICES (3). A capstone course focusing on management of a radiology department including time utilization and scheduling of available resources. Emphasizes delegation skills, facilitating individual accountability and team building, and collaboration with other health care members to assess and improve individual departments. NOTE: Course should be taken during the last academic period of enrollment.

MI 490E-W. INDEPENDENT STUDY IN MEDICAL IMAGING MANAGEMENT (1-3). Offers an opportunity for a focused course of study within a specific practice area of medical imaging management under the direction of an assigned instructor. Employs a variety of learning activities, as specified in the learning contract, to extend core knowledge and skills in a specific practice area. Enhances research and written presentation skills through development of a comprehensive topic portfolio. Prerequisite(s): All lower division MI courses. Majors only. Permission of director. NOTE: Approval of Department Director or prerequisite required. Admission to Department required.

NEUROSCIENCE (NS)

NS 485. NEUROSCIENCE: FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: NS 486. Prerequisite(s): BL 260 and BL 262. Cross listing: BL 485 and PY 485.

NS 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and historical study of neuroanatomy. Co-requisite: NS 485. Cross listing: BL 486 and PY 486. NOTE: One three-hour laboratory period per week.

NS 487. NEUROSCIENCE: BIOLOGICAL BASIS OF BEHAVIOR (3). Studies the physiological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes. Physiological and psychological responses to brain injury are also examined. Co-requisite: NS 488. Prerequisite(s): Either BL 260 and BL 262 or PY 250. Cross listing: PY 487.

NS 488. INTRODUCTION TO NEUROSCIENCE LABORATORY METHODS (1). Emphasizes current research techniques including the recording of biopotentials such as EEG and EMG, brain lesions, histology and behavioral and clinical tests for assessing effects of brain damage. Co-requisite: NS 487. Cross listing: PY 488.

NS 490E-W. INDEPENDENT STUDY IN NEUROSCIENCE (3). Offers an opportunity for advanced study in independent research in neuroscience. Prerequisite(s): Approval of Division Director required.

NS 495E-W. SEMINAR: CURRENT TOPICS IN NEUROSCIENCE (3). Focuses on a broadly defined topical area or theme in neuroscience. Neuroscience researchers with expertise in the topic present lectures on their area of research specialty. Students develop skills needed to examine background research for each lecture and explore the potential impact of the research on understanding brain function. Topics are announced prior to registration. Prerequisite(s): NS 485 or NS 487 and either PY 419 or BL 442.

NS 498E-W. INTERNSHIP IN NEUROSCIENCE (3). Involves placement in a clinical or research agency for advanced neuroscience students. Prerequisite(s): Approval of Director of Experiential Education required. Approval of Program Director required.

NS 499. SENIOR THESIS (2). Students meet regularly with the thesis advisor to prepare for the defense of the research before a panel of faculty, to present the research in a public forum, and to submit a final thesis that conforms to APA guidelines and is approved by the faculty examination committee. Prerequisite(s): NS 490E-W and approval of Program Director required.

NURSING (NR)

NR 350. NORMAL AND THERAPEUTIC NUTRITION (3). Studies the science of nutrition. Presents the nutritional requirements of humans as the basis for planning an adequate diet with consideration given to variation in food choices due to a variety of social, economic, cultural and psychological factors. Emphasizes the integration of nutritional needs in the care of self and others throughout the life cycle in health and disease.

NR 415. HEALTH ASSESSMENT (3). Introduces holistic approach to assessment of individuals and families across the lifespan. Includes evaluation of physiologic, developmental, psychosocial, and sociocultural components of neonates, children, adolescents, adults, and older adults. Students learn to use beginning history taking and physical assessment skills to collect and document data systematically. Didactic as well as independent practice

hours. Prerequisite(s): BL 244 and BL 245 or equivalent. Junior standing. Liability insurance fee required. NOTE: Acceptance into Nursing Program or approval of Coordinator of Curriculum required.

NR 416. HEALTH PROMOTION AND DISEASE PREVENTION ACROSS THE LIFESPAN (7). Scientific and foundational framework for nurses in changing community focused health care environment. Focuses on health promotion theory and tasks, lifespan benchmarks, and healthy populations. Critical thinking, communication, nursing therapeutics, and mind, body, spirit integration are introduced and applied in professional practice. Emphasis on individual and family in context of primary care, disease prevention, and promotion of healthy lifestyles in a diverse and multi-cultural society. Integrates current research findings of care and treatment of individuals and families. Clinical exemplars are childbearing family and older adult. Prerequisite(s): Junior standing. Laboratory fee required. NOTE: Acceptance into Nursing Program required.

NR 417. NURSING SEMINAR I: STUDENT AS INDIVIDUAL (2). One of series of four sequential seminar courses organized around themes of Jesuit mission, values, ethics, service-learning, culture, personal and professional development. Strategies used to address these themes include development of communication skills, portfolio, critical thinking, reflection/journaling, and group process. NR 417 specifically focuses on student as individual and on personal development. A service learning activity is included. Prerequisite(s): Junior standing. NOTE: Acceptance into Nursing Program required.

NR 418. CONTEXT OF PROFESSIONAL NURSING I: PREPARATION FOR PRACTICE (3). First of two sequential theory courses explores various roles of nurse as clinician, teacher, researcher, and leader-manager with emphasis on nursing practice in current health care delivery systems. Nursing history, nursing process, research, theory, professional relationships, legal and ethical dimensions, decision making models, and models of nursing care delivery are introduced. Prerequisite(s): Junior standing. NOTE: Acceptance into Nursing Program required.

NR 426. PROFESSIONAL NURSING PRACTICE I (6). Focuses on art and science of nursing and independent role of nurse as clinician and teacher in relation to assessment, planning, intervention, and evaluation of human responses. Application of nursing process and health teaching in provision of care for clients across the lifespan and in a variety of settings. Content includes activity and rest, nutrition, air exchange, stress, coping and anxiety, bowel and urinary function, and pain/adjunctive therapies. Age related differences and integration of current research findings related to care and treatment of children, adolescents, adults, and older adults are included. Prerequisite(s): Successful completion of NR 415, NR 416, NR 417 and NR 418.

NR 427. NURSING SEMINAR II: INTERACTIONS OF STUDENT WITH CLIENT AND FAMILY (1). Explores interactions of nursing student with client and family, building on theories and concepts presented in NR 417. Interactions with client and family in relation to differing value systems, cultural differences or similarities, non-judgmental attitude and response, trust and respect, conflict management, and communication are emphasized. A service learning activity is included. Prerequisite(s): Successful completion of NR 415, NR 416, NR 417 and NR 418.

NR 428. ACUTE AND CHRONIC ILLNESS ACROSS THE LIFESPAN I (5). Examines alterations in physical and mental health across the lifespan. Focuses on pathophysiology, medical management, and related nursing care of selected acute and chronic illnesses of cardiovascular, reproductive, respiratory, gastrointestinal systems, mental health disorders. Environmental influences on health and illness states are included. Current research findings related to care and treatment of children, adolescents, adults, and older adults are integrated throughout course. Prerequisite(s): Successful completion of NR 415, NR 416, NR 417 and NR 418.

NR 439. PHARMACOLOGY (3). Provides an introductory study of principles of drug action and drug therapy in health and illness as they relate to clinician and teacher roles of the nurse. Emphasis on nursing responsibilities and patient rights in safe administration and legal considerations of medication delivery. Selected prototypical agents from major drug classifications are discussed. Permission of instructor for non-majors required. Prerequisite(s): Successful completion of NR 415, NR 416, NR 417 and NR 418.

NR 444. PROFESSIONAL ROLES: EXPLORATION AND TRANSITION (3). A transition course for rns returning for the baccalaureate degree. Integrates previous and concurrent nursing knowledge, and current and emerging roles/issues related to professional nursing practice. Prerequisite(s): Majors only and Colorado RN Licensure.

NR 445. NURSING PRACTICE: THE OPERATING ROOM ENVIRONMENT (3). Acquaints students with the roles and functions of the perioperative nurse. Students participate in selected clinical experiences emphasizing the clinician and teacher roles of the nurse. Includes didactic content and a clinical practicum in the operating room. Prerequisite(s): NR 416 and NR 426. NOTE: Permission of Coordinator of Curriculum required.

NR 448. ACUTE AND CHRONIC ILLNESS FOR RNS (3). Examines alterations in physical and mental health across lifespan. Focuses on study of pathophysiology, medical management and related nursing care of selected acute and chronic illnesses affecting body organ systems, and mental health disorders. Includes social, cultural, and environmental influences on health and illness states. Emphasizes health promotion, disease prevention, and health teaching principles. Explores theoretical aspects of aging, carcinogenesis, and selected pathophysiologic processes.

Integrates current research findings related to the care and treatment of children, adults, and older adults. Prerequisite(s): NR 415.

NR 451. NURSING EXTERNSHIP (3). Under the preceptorship of a registered nurse, externs provide direct patient care in selected specialty areas. Enhances competency and critical decision making in the reality of the practice setting. Emphasizes skills and procedures, organization and priority setting, written and oral communication, and the nurse's role including investigation, teaching and discharge planning. NOTE: Permission of Coordinator of Students and Curriculum required.

NR 455. HEALTH CARE CONCEPTS (3). Focuses on client care concepts used by the professional nurse in a variety of health care settings. Emphasizes how client care concepts are integrated into the art and science of nursing and the role of the nurse as clinician, teacher, investigator and leader/manager. Prerequisite(s): NR 444 or permission of Coordinator of Curriculum, majors only. NOTE: Colorado RN Licensure required.

NR 456. PROFESSIONAL NURSING PRACTICE II (6). Continuation of NR 426. Focuses on art and science of nursing and independent role of nurse as clinician and teacher in relation to assessment, planning, intervention, and evaluation of human responses. Application of nursing process and health teaching in provision of care for clients across the lifespan and in a variety of settings. Content includes self-concept, body image, role relationships, spiritual distress, cognition-perception, trauma, grief/loss, death/dying, and crisis intervention. Age related differences and integration of current research findings related to care and treatment of children, adolescents, adults, and older adults included. Prerequisite(s): Successful completion of NR 426, NR 427, NR 428 and NR 439.

NR 457. NURSING SEMINAR III: INTERACTIONS OF THE STUDENT WITH THE COMMUNITY (1). Focuses on nursing student in interaction with community, continuing concepts and theories studied in NR 417 and NR 427. Interactions with community in relation to differing value systems, cultural differences or similarities, non-judgmental attitude and response, trust and respect, conflict management, and communication are emphasized. A service learning activity is included. Prerequisite(s): Successful completion of NR 426, NR 427, NR 428 and NR 439.

NR 458. ACUTE AND CHRONIC ILLNESS ACROSS THE LIFESPAN II (5). Continuation of NR 428. Examines alterations in physical and mental health across the lifespan. Focuses on pathophysiology, medical management, and related nursing care of selected acute and chronic illnesses of integumentary, hematologic, visual/auditory, urinary, immune, musculoskeletal, endocrine, sensory, and neurologic systems. Multi-system failure, shock, cancer, and environmental influences on health and illness states are included. Current research findings related to care and treatment of children, adolescents, adults, and older adults

integrated throughout course. Prerequisite(s): Successful completion of NR 426, NR 427, NR 428 and NR 439.

NR 460. NURSING RESEARCH (3). Focuses on the investigator role of the professional nurse. Stresses the importance of research to the evolving art and science of nursing and explores the hallmarks of excellent research. Delineates the steps of the research process. Prerequisite(s): MT 270 or MT 272 or equivalent.

NR 466. NURSING IN SOCIETY (5). In-depth look at contemporary health and nursing issues in society. Through clinical experiences students reflect on impact of health issues on identified populations. Emphasizes use of nursing process and epidemiological principles to promote healthy community. Students are involved in community assessment, program planning, health teaching, and utilization of current research findings to meet needs of identified populations of children, adolescents, adults, and older adults. Prerequisite(s): Successful completion of NR 456, NR 457 and NR 458.

NR 466R. NURSING IN SOCIETY FOR RNS (3). In-depth examination of contemporary health and nursing issues in society, with emphasis on community environment. Students reflect on concepts and theories of public health, and actual and potential roles of nurses in community-based practice. Emphasizes use of nursing process and epidemiological principles to promote healthy communities. Examines principles and concepts related to community assessments, program planning/management, health teaching, and utilizes current research findings to meet needs of identified populations of children, adolescents, adults, older adults and vulnerable populations with special needs. Prerequisite(s): NR 448.

NR 467. NURSING SEMINAR IV: DEVELOPMENT OF THE STUDENT AS A MEMBER OF THE PROFESSION (3). Focuses on nursing student as member of profession, continuing to build on concepts and theories studied in NR 417, NR 427, and NR 457. Preparation for professional practice roles, responsibilities, and involvement including nursing organizations, political activism, group process, and conflict management are among foci of course. A service learning activity is included. Prerequisite(s): Successful completion of NR 456, NR 457 and NR 458.

NR 468. CONTEXT OF PROFESSIONAL NURSING II: LEADERSHIP AND MANAGEMENT (3). Further explores roles of professional nurse with emphasis on concepts of leadership and management including current trends in health care, legal aspects of practice, collaboration, and delegation. Includes research utilization, health policy, ethical issues, economic influences, fiscal management, and health care delivery systems. Prerequisite(s): Successful completion of NR 456, NR 457 and NR 458.

NR 475. SCHOOL NURSE SEMINAR (3). Includes in-depth sessions regarding school health organization and services, health education and legal requirements for school health programs. Integrates content from existing knowledge of the

growth and development of the school-age child and young adult with more specific knowledge and understanding of the child in the school setting.

NR 478. PRACTICUM FOR RNS (3). A community-based clinical experience emphasizing community assessment, epidemiology of health and illness and the services provided by community agencies. Seminars highlight connections between classroom and clinical learning. Prerequisite(s): NR 415 and NR 466R. Majors only. NOTE: Colorado RN Licensure required.

NR 480R. NURSING LEADERSHIP/MANAGEMENT FOR RNS (3). Assists the RN practitioner to further develop leader/manager skills, which can be utilized in multiple health care settings with individuals and groups throughout health and illness. Prerequisite(s): NR 478 or permission of Coordinator of Curriculum. Majors only. NOTE: Colorado RN Licensure required.

NR 485. ADVANCED PRACTICUM (4). Intensive clinical experience to provide senior students the opportunity to integrate roles of clinician, teacher, investigator and leader/manager under guidance of BSN-RN preceptor. The student practices in selected health care environment. Liability insurance fee required. Prerequisite(s): Successful completion of NR 456, NR 457 and NR 458.

NR 485R. ADVANCED PRACTICUM FOR RNS (3). A clinical experience assisting RN students to integrate the roles of clinician, teacher, investigator and leader/manager, within a variety of health care environments. Seminars highlight connections between classroom and clinical learning. Liability insurance fee required. Prerequisite(s): NR 480R. Majors only. NOTE: Colorado RN Licensure required.

NR 488E-W. TOPICS IN CLINICAL NURSING PRACTICE (1-8). Clinical courses focusing on specific areas of nursing practice. Content varies according to student need and availability of faculty resources. Prerequisite(s): Majors only.

NR 490E-W. INDEPENDENT STUDY IN NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Nursing majors only and permission of Coordinator of Students and Curriculum.

NR 601. THEORETICAL FRAMEWORKS (3). Examines the theoretical basis of nursing which guides advanced nursing practice. Critiques and evaluates theories from nursing and related fields such as the natural, social, organizational, and biological sciences. Analyzes the usefulness and applicability of theory in nursing practice, research, education, and administration. The University, School for Health Care Professional and Nursing Department mission and goals are discussed. Prerequisite(s): Graduate standing.

NR 602. RESEARCH IN NURSING (3). Develops consumer competency and discrimination of research findings and the tools, methods and processes of research. Compares quantitative and qualitative designs, methods and analytical

procedures. Critiques and compares published research findings on the basis of validity, applicability and value. Discusses informed consent and ethical issues of research. Prerequisite(s): NR 601.

NR 604. ETHICS AND SOCIETY (3). Examines the basic ethical principles relevant to professional health care delivery. Analyzes standards, constraints, professional codes, and ethical norms applicable to the health care context. Develops skills in solving ethical problems, and in designing policies that are both managerially responsible and ethically acceptable.

NR 605. PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (3). Utilizes a comprehensive approach addressing the underlying principles of disease processes. Includes etiology, epidemiology and theories related to pathogenesis. Focuses on the differentiation of pathophysiological findings and identification of treatment modalities.

NR 607. PHARMACOLOGY FOR ADVANCED PRACTICE (4). Provides the advanced practitioner student with an in-depth understanding of the clinical applications of drugs commonly used. Emphasizes the principles of drug action and drug therapy related to the practitioner and teacher roles. Discusses selected prototypical agents from the major drug classifications as indications for use, efficacy, therapeutic and adverse effects, monitoring parameters, dosing principles and common drug interactions.

NR 608. HEALTH CARE POLICY (3). Examines the relationship of health policy to health care practices and outcomes with emphasis on application to advanced practice and nursing leadership roles. Topics include change in socioeconomic theories, regulation, funding, health planning, organization, delivery and evaluation of health care services to individuals and populations, quality activities and legal issues.

NR 618. CASE MANAGEMENT IN HEALTH CARE (3). Examines the role and scope of practice for the nurse case manager. Topics include comprehensive client assessment, partnerships, monitoring and evaluation of client progress, case load management, legal and ethical issues in care management and utilization review.

NR 620. HEALTH CARE STRUCTURE AND DYNAMICS (3). Explores and analyzes classical and contemporary organizational theories and their applicability to health care. Organizational culture, mission and governance, strategic planning, private, public and integrated health care systems, and environmental issues will be examined in relation to health care organizations. Health care organizations will be evaluated using an analysis of the interplay of structure and function based on contemporary organizational theories. Liability insurance fee required.

NR 621. ADVANCED MANAGEMENT CONCEPTS (3). Examines and analyzes managerial roles of the master's prepared nurse in the context of theories, principles and

processes of management and organization of nursing services. Topics include personnel issues, labor/legal issues, risk management, quality management, policy development and implementation, and managing information systems and resources.

NR 622. ADVANCED LEADERSHIP CONCEPTS (3). Analyzes leadership roles in relation to decision-making and strategic planning. Focuses on leadership theories and concepts, team building, motivation, negotiation, mediation, conflict management, mentorship, workforce planning, human diversity, power and communication.

NR 623. LEADERSHIP IN HEALTH CARE SYSTEMS PRACTICUM (3). Synthesizes knowledge of leadership/management/administration through practical preceptor experience in an approved health care setting. Prerequisite(s): Enrollment in or completion of all Leadership in Health Care Systems emphasis courses. Liability insurance fee required.

NR 624. ISSUES IN PRACTICE (3). Analyzes issues and forces that influence nursing and health care. Incorporates evaluation of nursing's contribution to social, economic, technological, legal, political, and ethical issues as they affect change and redefine health care. Topics include fiscal accountability, population demographics and diversity, advocacy and changing roles. Facilitates understanding of the complexities of issues shaping health care. Students will demonstrate synthesis of issues influencing local, state, national or international nursing and health care.

NR 629. FETAL EVALUATION (3). Examines normal and abnormal embryonic and fetal development, genetics, and placental physiology including basic ultrasound skills and techniques. Provides a foundation in ultrasound didactic and clinical experience. Prerequisite(s): NR 630. NOTE: Laboratory fee required.

NR 630. ADVANCED HEALTH ASSESSMENT OF THE FAMILY (3). Presents a framework for systematic data collection, precise recording, accurate physical and psychosocial assessment and communication of data reflecting the health status of the family. Facilitates an analysis of cultural, occupational, and environmental factors that are integral to an understanding of the family's physical and psychosocial well being through a holistic perspective. Liability insurance fee required.

NR 631. WOMEN'S HEALTH AND PREGNANCY (4). Provides overview of the care of the childbearing woman. Examines basic well gynecological primary care, breast health, sexually transmitted diseases, pre-conception counseling, normal pregnancy, frequently encountered obstetrical complications, labor and delivery, and the postpartum period. Emphasizes family theories and management of complex family issues. Prerequisite(s): NR 630.

NR 632. CONTEMPORARY PERINATAL CARE (5). Constructs a framework for utilization of the pathophysiology of genetics, embryology, and systems disease states related to pregnant/postpartum woman, the fetus and the neonate. Students assess, manage and evaluate women with obstetrical complications. Also addresses complex family situations. Prerequisite(s): NR 630 and NR 631.

NR 635. CLINICAL INTEGRATION: LOW TO HIGH RISK PERINATAL FAMILY (6). Focuses on the integration of advanced perinatal theory, skill competency, critical thinking and clinical management of the low and high risk perinatal family. Examines specific maternal/fetal situations and evaluates outcomes of nursing therapeutics and collaborative management strategies. Clinical practicum experiences, under the direct supervision of a preceptor, provide advanced integration of diagnostic and therapeutic competency within a collaborative practice model. Prerequisite(s): NR 632. Liability insurance fee required.

NR 640. ADVANCED PRACTICE ROLES AND CONCEPTS (3). Addresses a variety of concepts essential to advanced nursing practice. History and role development within advanced nursing practice and primary care are examined. Family theory and dynamics integral to advanced nursing practice are explored. Standards of Advanced Nursing are defined and practiced.

NR 642. PRIMARY HEALTH CARE OF CHILDREN AND THEIR FAMILIES (5). Addresses well child care, and health maintenance and promotion for children from birth through adolescence. Develops skills in assessment and management of minor acute illness, chronic illness and injuries. Prerequisite(s): NR 644 or permission of Coordinator of Curriculum. NOTE: Laboratory fee required; 105 clinical hours required.

NR 643. PRIMARY CARE OF ADULTS AND THEIR FAMILIES I (5). Addresses health maintenance, disease prevention and health promotion for adults from young adulthood through the elder years. Develops skill in assessment and management of minor acute illness, chronic illness and injuries. Utilizes a systems primary health care approach. Prerequisite(s): NR 605, NR 607 and NR 630 or equivalent for each. NOTE: 105 clinical hours required.

NR 644. PRIMARY HEALTH CARE OF ADULTS AND THEIR FAMILIES II (3). Addresses health maintenance and health promotion for adults and their families, focusing on human sexuality and gender specific issues. Develops skills in assessment and management of minor acute illness and injuries of the genitourinary system. Prerequisite(s): NR 643 or permission of Coordinator of Curriculum. NOTE: 105 clinical hours required.

NR 645. CLINICAL INTEGRATION PRACTICUM (5). Integrates advanced family nurse practitioner theory and practice. Students examine and evaluate outcomes of nursing therapeutics and collaborative management strategies in specific primary care situations. Students

discuss and defend clinical data assessment and decision making. Prerequisite(s): NR 642 or permission of Coordinator of Curriculum. Liability insurance fee required. NOTE: 315 clinical hours required.

NR 655. TRANSITIONS IN NURSING PRACTICE (3). Course designed for nurse practitioners currently in practice. Students demonstrate synthesis of nursing knowledge and roles at the graduate level and apply clinical leadership to practice. Prerequisite(s): acceptance into MSN Educational Options or permission of Coordinator of Curriculum required.

NR 690E-W. INDEPENDENT STUDY IN GRADUATE NURSING (1-6). Topics by arrangement with individual faculty. Prerequisite(s): Majors only and permission of the Coordinator of Curriculum.

NR 696. MASTER'S PROJECT (3). Offers students an independent scholarly project to explore or research a relevant professional nursing topic. No concurrent course work required. Prerequisite(s): NR 602.

NR 697A. MASTER'S THESIS I (3). Provides an opportunity for completion of a thesis representing original work as a result of research. Students must submit a written proposal for approval by the faculty chair of the thesis committee. Prerequisite(s): NR 602 and approval of the Coordinator of Curriculum. NOTE: An "IP" (in progress) grade is assigned for NR 697A since the thesis is designed to be completed over more than one semester. A letter grade is assigned after completion of NR 697B.

NR 697B. MASTER'S THESIS II (3). Completion and defense of thesis begun in NR 697A. Prerequisite(s): NR 697A. NOTE: A letter grade is assigned for both NR 697A and NR 697B after completion of NR 697B.

NR 699. COMPREHENSIVE EXAMINATION, MASTER OF SCIENCE IN NURSING (0). Required of all students in the Graduate Program in Nursing. Consists of a written component on core course content and an oral component on Emphasis specific course content. Pass/No Pass grading only. Prerequisite(s): Approval of Department of Nursing Faculty required.

MBA-NURSING (MBAN)

MBAN 601. FOUNDATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Provides an overview of macroeconomics and microeconomics with emphasis on application to health care. Studies accounting theory information, and systems related to a variety of health care institutions. Considers accounting in both the profit and not-for-profit health care organizations, emphasizing the interpretation of accounting information for decision-making by nonfinancial managers. Includes financial management and forecasting, statement preparation and analysis,

budgeting, cost analysis and control and case management. Basic skills in use of electronic spreadsheets required.

MBAN 602. APPLICATIONS OF HEALTH CARE ECONOMICS, ACCOUNTING AND FINANCIAL MANAGEMENT (3). Studies accounting information, theory and systems related to a variety of health care institutions. Considers accounting in both the profit and not-for-profit health care organizations, emphasizing the interpretation of accounting information for decision-making. Utilizes cost financial forecasting, budgeting and analysis, cash management techniques, planning models, and applies these concepts to management practice in the health care industry. Utilizes case studies and field work.

PARACURRICULAR (PC)

PC 200. FRESHMAN LEADERSHIP SEMINAR (1). Surveys basic leadership skills and issues for students entering the Regis College Leadership Program. Prerequisite(s): Membership in Regis College Student Leadership Program and permission of instructor.

PC 260E-W. PEER ASSISTANT TRAINING (2). Includes an examination of psychological, educational and health concerns of college students. Emphasizes techniques and strategies for coping with life demands. Prerequisite(s): Permission of instructor.

PC 300. SOPHOMORE LEADERSHIP SEMINAR (1). Provides a seminar focusing on the spiritual and service elements of leadership development. Prerequisite(s): PC 200 or permission of instructor.

PC 390E-W. FIELD EXPERIENCE (3). Students broaden perspective regarding a specific career area, while developing competencies on the job. Students combine academic course work with real life experiences in their work. Prerequisite(s): Approval of Department Chair and faculty sponsor. NOTE: Same as Internship 498 except that Field Experience can be taken by sophomores or second semester freshmen for elective credit only. A minimum of 120 hour of on-the-job experience required.

PC 400. JUNIOR LEADERSHIP SEMINAR (1). Explores personal career and life choices and their relationship to the development of leadership skills. Prerequisite(s): PC 300.

PC 401. SENIOR LEADERSHIP SEMINAR (1). Integrates student understanding of theory with their own practice and experience. Prerequisite(s): PC 400.

PEACE AND JUSTICE (PJ)

PJ 400. FOUNDATIONS OF PEACE AND JUSTICE (3). Provides an overview of conceptual approaches to the study of peace and justice. Examines a number of empirical case studies and will critically explore various approaches to resolving conflict. This is the foundational course for students pursuing the peace and justice minor.

PJ 430. THE DISCOURSE OF NON-VIOLENCE (3). The justification of violence on the grounds of its necessity, legitimacy, usefulness, and moral character is contrasted with the alternative's discourse of non-violence and its grounds of justification. The role each form of discourse plays in a theory of justice get official attention. Prerequisite(s): PL 250.

PJ 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PL 450.

PJ 495E-W. SELECTED TOPICS IN PEACE AND JUSTICE (3). Offers an opportunity to explore special topics such as nonviolent social change, regional conflicts, international violence and terrorism, and conflict resolution and management. Prerequisite(s): Permission of instructor.

PHILOSOPHY (PL)

PL 250. INTRODUCTION TO PHILOSOPHY (3). Conveys a sense of what philosophy has been and engages students in a philosophical reflection on perennial and contemporary issues. Emphasizes knowledge, freedom, value and society.

PL 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 312.

PL 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 313.

PL 360. ETHICS (3). Questions the foundation of ethical judgment. Examines key responses to this question and explores various issues (e.g., Abortion, capital punishment and the socioeconomic order). Regis College prerequisite(s): PL 250. School for Professional Studies prerequisite(s): None.

PL 365. PHILOSOPHY OF FILM (3). Examines the meaning and grammar of film, emphasizing logical theories of meaning. Explores perspectives on the nature of the human person, images of society, reality, and transcendence present in film, and develops criteria for evaluating film-art. Prerequisite(s): PL 250.

PL 366. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests in grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 338.

PL 368E-W. PHILOSOPHY AND SOCIAL ISSUES (3). Emphasizes philosophical analyses of contemporary social issues. Includes war and morality, the nature of power and violence, philosophy and feminism, the social construction of human persons, etc. Prerequisite(s): PL 250.

PL 370E-W. PHILOSOPHY IN LITERATURE (3). Explores the philosophical themes reflected in literature of specific national, ethnic or cultural groups. Prerequisite(s): PL 250.

PL 373. PHILOSOPHY AND POPULAR CULTURE (3). Presents a philosophical investigation of popular culture, analyzing "world views" and evaluating assumptions on which world views rest. Prerequisite(s): PL 250.

PL 378. LANGUAGE, METAPHOR AND MEANING (3). Discusses relationships among language, thought and reality, emphasizing metaphor in human understanding. Prerequisite(s): PL 250.

PL 380. CRITICAL THINKING (3). Provides a basic logic course aimed at developing the capacity to think clearly and critically; detecting and dealing with fallacious reasoning, unclear or misleading language and manipulative techniques in various forms of human communication. Regis College prerequisite(s): PL 250. School for Professional Studies prerequisite(s): None.

PL 382. LOGIC AND INTUITION (3). Explores and compares the nature and worth of logical and institutional modes of thinking, and their relationship to life problems. Prerequisite(s): PL 250

PL 390. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing understanding the world, the human and the Transcendent. Regis College prerequisite(s): PL 250 or RS 200. School for Professional Studies prerequisite(s): None. Cross listing: RC 351.

PL 410. HISTORY OF ANCIENT PHILOSOPHY (3). Explores Greek philosophy from Thales to Aristotle (600 B.C. To 300 B.C.). Prerequisite(s): PL 250.

PL 411. HISTORY OF MEDIEVAL PHILOSOPHY (3). Explores Western philosophy from Augustine to the later Middle Ages. Prerequisite(s): PL 250.

PL 414. RATIONALISTS AND EMPIRICISTS (3). Are the senses the key to knowledge and reality or is reason the key? Examines the philosophies of significant 17th and 18th century thinkers (Descartes, Spinoza, Locke and Hume) emphasizing the way in which these philosophies represent two opposing answers to the above question. Prerequisite(s): PL 250.

PL 415. THE KANTIAN TRADITION (3). Is reality the fixed star around which knowledge turns or is knowledge the fixed star around which reality turns? Studies how the latter view, espoused by Immanuel Kant and those in his tradition, is sometimes spoken of as a "Copernican revolution" in philosophy. Explores Kant's philosophy and the "revolution" it spearheaded. Prerequisite(s): PL 250.

PL 419. 19TH CENTURY PHILOSOPHY (3). To what extent is reality, and hence our knowledge of reality, historical? Does history itself have an overall meaning? Explores these questions and others, in terms of developments in philosophy during the 19th century, discussing Hegel, Marx, Kierkegaard and Nietzsche. Prerequisite(s): PL 250.

PL 420. CONTEMPORARY CURRENTS (3). Summarizes key schools and movements on the contemporary philosophical scene. Emphasizes process philosophy, analytic movement, Marxism, transcendental Thomism, phenomenology and existentialism. Prerequisite(s): PL 250.

PL 422. ANALYTIC MOVEMENT (3). Explores 20th century analytic philosophy from logical positivism to contemporary linguistic philosophy. Prerequisite(s): PL 250.

PL 426. PHENOMENOLOGY AND EXISTENTIALISM (3). Explores two major currents in 20th century philosophy, in terms of their relationship to and departure from the philosophical tradition. Discusses the major figures (Husserl, Heidegger, Jaspers, Sartre and Camus). Prerequisite(s): PL 250.

PL 435E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGIONS (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Regis College prerequisite(s): PL 250 or completion of Religious Studies Core Studies requirements. School for Professional Studies prerequisite(s): RS 200. Cross listing: RC 451E-W.

PL 441. THEORY OF KNOWLEDGE (3). How does human knowing occur? What is the meaning of "meaning"? What is required for validation? What are the relationships among language, thought and reality? Deals with these questions in such a way as both to provide an historical perspective and to elicit a personal stand. Prerequisite(s): PL 250.

PL 442. PHILOSOPHY OF SCIENCE (3). Studies origins, nature and development of scientific knowledge. Includes scientific method and the status of scientific conclusion. Prerequisite(s): PL 250.

PL 445. AESTHETICS (3). Offers a philosophical attempt to order the good and the beautiful, the relation of the beautiful to the artistic and the scientific, and the growth of human, moral good. Prerequisite(s): PL 250.

PL 447. HEALTH CARE ETHICS (3). Explores ethical issues in the field of health care, including euthanasia, the use of scarce resources, provider-client responsibilities and fetal research. Uses a case-study approach. Prerequisite(s): PL 250 or equivalent, or permission of instructor.

PL 448E-W. SPECIAL TOPICS IN ETHICS (3). Examines specific moral issues commonly faced in contemporary life, emphasizing the resolution of conflicts of opinion. Includes abortion, capital punishment, euthanasia, the distribution of wealth, cultural and moral relativism, and morality and the law. Prerequisite(s): PL 250.

PL 449E. DEATH AND DYING (3). Focuses on historical and contemporary attitudes toward death and dying. Discusses the impact of major world religions and their social significance. Topics include suicide, euthanasia, hospice care, and social and religious attitudes. Prerequisite(s): PL 250 or RS 200. Cross listing: RC 400G.

PL 450. POLITICAL PHILOSOPHY (3). Explores basic issues in political philosophy such as the relation of individual and society, freedom and authority and justice and equality. Considers the writings of political thinkers from Plato to Rawls. Prerequisite(s): PL 250 or permission of instructor. Cross listing: PJ 450

PL 452. PHILOSOPHY OF LAW (3). Explores various issues in the philosophy of law, such as the relation of law to morality, the relation of natural law to morality, the question of natural law, and the nature and purpose of human law. Prerequisite(s): PL 250. Cross listing: CJ 456.

PL 465. PHILOSOPHY OF EDUCATION (3). Focuses on several interrelated questions: What is the proper role of education in society? What is the relationship between education and oppression, and between education and liberation? How are dominant moral and political ideologies inculcated in the classroom? What is the nature of knowledge? How is it acquired? How is it best shared with others? Prerequisite(s): PL 250. Cross listing: ED 482.

PL 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): PL 250. Cross listing: WS 470.

PL 484. ALIENATION (3). Compares various sociological and philosophical concepts of alienation and their implications for social theory and practice. Prerequisite(s): PL 250, SO 200, or permission of instructor. Cross listing: SO 408.

PL 485E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief and phenomenological approaches to religion. Prerequisite(s): PL 250 or completion of Religious Studies Core Studies requirements. Cross listing: RC 412E-W.

PL 490E-W. INDEPENDENT STUDY IN PHILOSOPHY (1-3). Provides an opportunity for independent study in an area of philosophical interest. Prerequisite(s): PL 250 and approval of Department Chair.

PL 491E-W. SELECTED THINKERS IN PHILOSOPHY (3). Explores selected thinkers from ancient, medieval, modern or contemporary periods of philosophy. Prerequisite(s): PL 250.

PL 492E-W. SELECTED THEMES IN PHILOSOPHY (3). Offers an opportunity to explore special topics such as war and peace, human sexuality, creative imagination, technological culture based on historical, literary, religious and philosophical contexts. Prerequisite(s): PL 250.

PL 495E. ETHICAL DECISION MAKING IN BUSINESS (3). Focuses on ethical issues which arise in the business setting. Examines various philosophical and social/psychological decision systems supplemented with case studies, role-playing, and guest speakers from the business community. Regis College prerequisite(s): BA 250 and Junior standing. School for Professional Studies prerequisite(s): None. Cross listing: AC 495E, BA 495E and EC 495E.

PL 498E-W. INTERNSHIP IN PHILOSOPHY (3). Offers an opportunity to explore philosophy in its practical application to the various working areas or contemporary life and to reflect critically and constructively on the experience. Prerequisite(s): PL 250 and approval of Department Chair and Director of Experiential Education.

PHYSICAL EDUCATION (PE)

PE 210. WEIGHT TRAINING (1). Studies resistive exercise emphasizing individual programs from beginning through advanced levels. Offers instruction in the use of free weights and machines, different types of resistive exercises, correct technique for exercises and safety procedures in the weight room. Includes flexibility, anaerobic and aerobic exercises, and their importance in relation to resistive training.

PE 212. BOWLING (1). Introduces bowling as a lifetime recreational sport. Covers basic skills, rules and scoring. Fee required. NOTE: 100 weekly contact minutes excluding travel required.

PE 214. RACQUETBALL (1). Offers instruction and practice of the basic skills in racquetball. Develops rules and strategies of the game including physical conditioning. NOTE: Two 50 minute weekly contacts required.

PE 217. ROCK CLIMBING I (1). Introduces basic techniques and safety skills required for mountain climbing. Includes on-campus instruction and conditioning followed by four, off-campus rock climbing experiences. Fee required. NOTE: 35 total contact hours excluding travel required.

PE 219. BASIC SWIMMING AND DIVING (1). Offers instruction and practice in basic swimming strokes, survival techniques and elementary springboard diving techniques. Introduces the development of physical fitness through swimming and selected water sports. NOTE: Two 50 minute weekly contacts required.

PE 222. TENNIS I (1). Introduces basic skills, game rules and strategies for the novice or non-skilled tennis player. Emphasizes the development of forehand and backhand strokes, the serve and net play. NOTE: Two 50 minute weekly contacts required.

PE 223. GOLF I (1). Introduces basic swing, approach shots and putting for the novice or non-skilled golfer. Teaches rules, etiquette and course play followed by application of knowledge and skill through play at a local golf course. NOTE: Two 50minute weekly contacts required.

PE 224. ALPINE SKIING I (1). Provides classroom-based sessions covering equipment, safety and basic techniques, including downhill ski lessons by certified instructors at a local ski area. Fee required. NOTE: 35 total contact hours excluding travel required. Beginning and intermediate students only.

PE 225. CROSS COUNTRY SKIING I (1). Offers four dry land sessions covering background mountaineering subjects, including four weekend day trips for on-the-snow ski touring experience. Fee required. NOTE: 35 total contact hours excluding travel required.

PE 227. SCUBA DIVING (1). Provides basic scuba and water safety skills, and open water experience at a local lake. Fee required. NOTE: 100 contact minutes weekly excluding travel required.

PE 232. TENNIS II (1). Provides an overview of beginning tennis skills, with instruction and practice in advanced skills and game strategies for both singles and doubles play. NOTE: Two 50 minute weekly contacts required.

PE 234. ALPINE SKIING II (1). Provides further development of downhill ski technique. Prerequisite(s): PE 224. Fee required. NOTE: 35 total contact hours excluding travel required.

PE 237. ROCK CLIMBING II (1). Provides advanced experience in rock climbing techniques. Emphasizes the safety aspects of the sport. Taught concurrently with PE 217. Fee required. Prerequisite(s): PE 217. NOTE: 35 total contact hours excluding travel required.

PE 315. BASIC BACKPACKING TECHNIQUES (2). Introduces the sport of backpacking. Emphasizes topographic map reading, compass route finding, mountain survival skills, accident and illness prevention, search and rescue techniques, food selection and preparation, clothing and equipment, individual and group backpacking skills. NOTE: Two 50 minute lectures weekly, plus two all day hiking experiences required.

PE 316. PRINCIPLES OF PERSONAL FITNESS (2). Develops a total fitness plan for the non-athletic student; and fitness components of strength, endurance and flexibility through aerobics, weight training, weight control and a wide variety of exercises. NOTE: One lecture/discussion plus two activity sessions per week required.

PE 320. ADVANCED LIFESAVING (2). Offers instruction and practice of strokes, and survival and rescue skills necessary for certification as an American Red Cross Advanced Lifesaving instructor. Prerequisite(s): Intermediate level swimming ability. NOTE: Two 50 minute weekly contacts required.

PE 321. WATER SAFETY INSTRUCTOR (2). Studies methods of teaching water safety, swimming strokes and lifesaving skills necessary for certification as an American Red cross Water Safety Instructor. Emphasizes skill analysis and stroke correction. Prerequisite(s): Current Red Cross Advanced Lifesaving certification. NOTE: Two 50 minute weekly contacts required.

PE 324. ADVANCED FIRST AID (2). Covers advanced first aid techniques treating injuries in business, industry and athletics, and medical evacuation transport of the injured. Fee required. NOTE: Two 50 minute weekly contacts required.

PE 325. NUTRITION: CONCEPTS AND CONTROVERSIES (2). Examines the principles behind good nutritional choices. Includes the interaction of energy nutrients, vitamins and minerals with the body's process, and the impact of harmful substances on these processes and weight control issues.

PE 333. COMMUNITY FIRST AID (3). Consists of recognizing and caring for victims of any age. Situations which include breathing, choking, and cardiac emergencies are examined. Studies the care of injuries such as cuts, burns, sprains, fractures, and sudden illnesses. Certification

in First Aid, Adult, Child and infant CPR are offered. Fee required.

PE 418. WELLNESS: A PERSONAL COMMITMENT (3). Studies the concepts of physical, social, emotional, intellectual and spiritual wellness, developing an information base from which to make effective decisions. Cross listing: ED 418.

PE 420. OUTDOOR RECREATIONAL LEADERSHIP (3). Includes instruction and practice of outdoor recreational and survival skills for the outdoor recreation enthusiast. Examines recreational facilities in terms of programming, management and supervision.

PE 421. CAMPING LEADERSHIP (3). Provides instruction and practice in camp and survival skills, including methods of teaching these skills, for students interested in pursuing camp counseling for summer employment or those wishing to develop basic camping skills. Develops camp program management, programming and supervision.

PE 422. COMMUNITY RECREATIONAL LEADERSHIP (3). Includes activities for recreation programs, principles involved in program development and management, and recreational leadership skills for the community recreational leader and those interested in recreation-oriented careers. Emphasizes therapeutic recreation and recreation for special groups (handicapped, senior citizens).

PE 425. PRINCIPLES OF COACHING (3). Develops basic principles and philosophies of coaching, which can be applied to all sports. Includes psychology of coaching, principles of conditioning, techniques for training, applied theory and practice.

PE 426. PRINCIPLES OF ATHLETIC TRAINING (3). Includes anatomical analysis of the human body and the potential for athletic injury. Includes diagnosing injuries, prevention and preseason and in-season training techniques, treatment and rehabilitation processes. Fee required.

PE 427E-W. COACHING TECHNIQUES (1-2). Provides field experience in specific coaching areas complementing the coaching principles developed in PE 425 during the same or subsequent semester. Coaching technique offerings include football, basketball, baseball, volleyball and swimming.

PE 434. HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOL (3). Offers prospective elementary school teachers a foundation in school health and physical education programming. Includes an off-campus field experience. Prerequisite(s): ED 204.

PE 490E-W. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3). Provides an opportunity for independent exploration of areas of interest. Prerequisite(s): Approval of Department Chair.

PE 491. RESEARCH IN PHYSICAL EDUCATION AND RECREATION (1-3). Provides an opportunity for independent research into areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

PE 495E-W. SEMINAR IN PHYSICAL EDUCATION (1-3). Offers seminars on current topics in areas of physical education.

PE 496E-W. SEMINAR IN RECREATION (1-3). Offers seminars on current topics in areas of recreation.

PE 497E-W. SEMINAR IN COACHING (1-3). Offers seminars on current topics in areas of coaching.

PE 498E-W. INTERNSHIP IN PHYSICAL EDUCATION (3). Provides an opportunity for an internship in physical education under the supervision of a department member. Prerequisite(s): Approval of Department Chair and Director of Experiential Education. NOTE: Internships may be taken in physical education (E), recreation (F), coaching (G), athletic training (H) and outdoor education (I).

PHYSICAL THERAPY (PT)

PT 601. HUMAN ANATOMY AND HISTOLOGY (6). Studies the normal gross anatomy and histology of the human body emphasizing the skeletal, skeletal muscle, connective tissue, cardiovascular and respiratory systems. Addresses structural changes related to normal development and aging. Laboratory involves cadaver dissection and microscopic examination of tissues. Co-requisite: PT 653.

PT 602. HUMAN PHYSIOLOGY (4). Studies the normal function of the human body at all stages of development and aging emphasizing integrated function of the muscular, cardiovascular and respiratory systems at both the cellular and system level. Discusses regulatory processes and theories, and analyzes the physiological responses to major types of physical therapeutic intervention. Laboratory involves examination of normal physiological behavior in humans. Co-requisite: PT 653.

PT 603. BIOMECHANICS (2). Advanced study of the normal properties and function of bone, cartilage, connective tissue, skeletal muscle and related fluids during the production of movement in single joints. Addresses changes related to normal development and aging. Includes principles of kinetic and kinematic analysis of joint forces and movement. Laboratory involves surface anatomy and palpation and discussion of mathematical problems. Co-requisite: PT 653.

PT 604. NEUROSCIENCE (4). Studies the structure of components of the human nervous system from the cellular to the systemic level, including peripheral and central neural components. Analyzes neural function involved in sensation and perception, skeletal muscle control, autonomic control,

including cognitive activities across normal development and aging of the nervous system. Discusses the relationships between neural and hormonal control systems. Laboratory involves dissection of cadaver material. Co-requisite: PT 654. Prerequisite(s): PT 601 and PT 602.

PT 605. KINESIOLOGY I (2). Analyzes relationships among joint structure, connective tissue arrangements, muscle arrangements and available motion in multi-joint systems of the extremities. Analysis includes the relationships between muscle function capabilities and the production of motion. Laboratory addresses principles and methods of measurement of muscle activity. Co-requisite: PT 654. Prerequisite(s): PT 601 and PT 603.

PT 606. THEORY OF MOTOR BEHAVIOR (3). Studies the principles of motor learning and motor control theory. Analysis addresses the control system approach to movement science and changes related to normal development and aging. Discusses the development of cognitive, communication, and emotional function and their relationship to movement. Applies theories to practice setting situations. Co-requisite: PT 655. Prerequisite(s): PT 603 and PT 604.

PT 607. KINESIOLOGY II (3). Analyzes relationships among joint structure, connective tissue arrangements, muscle arrangements and potentially available motion in multi-joint systems of the axial skeleton. Analyzes static and dynamic posture and balance mechanisms and functional movement patterns of the upper and lower extremities, including normal and abnormal gait. Includes laboratory. Co-requisite: PT 655. Prerequisite(s): PT 605.

PT 608. EXERCISE PHYSIOLOGY (2). Studies the responses to exercise of all age ranges emphasizing both short term responses and long term adaptations to exercise involving the musculoskeletal, cardiovascular and pulmonary systems under conditions of high performance training, normal fitness training, wellness and prevention programs, rehabilitation in the presence of structural or functional disorders and fitness maintenance in the presence of structural or functional disorders. Co-requisite: PT 655. Prerequisite(s): PT 601 and PT 602.

PT 610. PHYSICAL THERAPY SCIENCE: INTRODUCTION TO PHYSICAL THERAPY ASSESSMENT (3). Introduces principles of physical management that ensure patient and therapist safety and dignity. Addresses principles of functional outcome evaluation, emphasizing procedures used to evaluate joint motion and muscle function. Includes laboratory. Co-requisite: PT 654. Prerequisite(s): PT 601, PT 602 and PT 603.

PT 611. PHYSICAL THERAPY SCIENCE: MUSCULOSKELETAL MANAGEMENT I (4). Principles of evaluation, diagnosis, planning and implementation of interventions as they relate to peripheral musculoskeletal dysfunction across the lifespan. The etiology, pathology, signs and symptoms and discussions of surgical options as they relate to physical therapy intervention for peripheral MS

dysfunction are discussed. Treatment modalities used in acute pain management and diagnostic radiological and imaging studies are discussed. Includes laboratory. Co-requisite: PT 655 and PT 607. Prerequisite(s): PT 604, PT 606 and PT 610.

PT 616. MUSCULOSKELETAL MANAGEMENT II (7).

Advanced principles of prevention, evaluation, diagnosis, planning and implementation of interventions as they relate to musculoskeletal dysfunction across the life span. The relationship between etiology, pathology, medical/surgical presentation and a physical therapy diagnosis as it relates to expected functional outcomes is emphasized. Advanced diagnostic radiological, imaging procedures and pharmacological agents are addressed. Spinal dysfunction, overuse injuries, TMJ disorder, chronic pain, pregnancy and childbirth, secondary musculoskeletal problems, amputations, emergency trauma care, special environmental assessments and external stabilization including prosthetics, orthotics and bracing are included. Laboratory included. Co-requisite: PT 656. Prerequisite(s): PT 611, 640A and 640B.

PT 617. NEUROLOGICAL MANAGEMENT (6).

Study of the etiology, pathology, signs and symptoms, diagnostic testing, conservative and surgical options for management of disorders of the neurological system. Includes neuropathology with emphasis on motor control dysfunction applied to the prevention, evaluation, diagnosis, planning and implementation of interventions as they relate to neuromuscular dysfunction that may follow developmental deficits, disease or trauma to the nervous system inclusive of spinal cord injury across the life span. Expected physical therapy outcomes is discussed. Diagnostic procedures including functional cineradiography, electrodiagnostic testing, CNS imaging are discussed. Pharmacological agents and prescriptive adaptive equipment is covered. Laboratory included. Co-requisite: PT 656. Prerequisite(s): PT 611, 640A and 640B.

PT 618. CARDIOPULMONARY MANAGEMENT (3).

Study of the etiology, pathology, signs and symptoms, diagnostic testing, conservative and surgical options for management of disorders of the cardiopulmonary system. Principles of prevention, evaluation, diagnosis, planning and implementation of interventions as they relate to cardiovascular and pulmonary dysfunction across the life span and medical/surgical presentation are discussed. Consideration of cardiovascular assessment and conditioning in physical therapy intervention plans, handling of patients with life support systems and pharmacological agents are addressed. Laboratory included. Co-requisite: PT 657. Prerequisite(s): PT 608, 610 and 641.

PT 619. COMPLEX SYSTEM MANAGEMENT (3).

Study of the etiology, pathology, signs and symptoms, diagnostic testing, conservative and surgical options for management of disorders of multiple systems. Prevention, evaluation, diagnosis, planning and implementation of interventions for disorders that have complex etiology or involve multiple systems including integumentary disorders such as burns, wounds and ulcerations, immune system and metabolic

disorders, neoplasms, and neonatal problems are addressed. Clinical examination for purposes of screening various systems with the intent of determining need for physical therapy and/or referral to other health care providers is included. Pharmacological agents are addressed. Laboratory included. Co-requisite: PT 658. Prerequisite(s): PT 616, 617, 618 and 642.

PT 630. HEALTH CARE DELIVERY (2).

Provides an overview of the major forms of health care delivery in existence and how each affects the delivery of physical therapy services. Investigates practice setting organization, reimbursement, social and management models in terms of present and future health care delivery systems and explores the role of the physical therapist in health care reform. Includes laboratory. Co-requisite: PT 657. Prerequisite(s): PT 640A, PT 640B, PT 653 and PT 655.

PT 631. PHYSICAL THERAPY BUSINESS MANAGEMENT (2).

Introduction to basic principles of business plan development, total quality management, fiscal management, service provision contracting, legal obligations of the physical therapist as an employer, insurance obligations, and marketing are discussed as they relate to various practice settings. Co-requisite: PT 657 and PT 630.

PT 640A. CLINICAL EDUCATION IA (1).

Introduces health care delivery systems, the role of the physical therapist and the physical therapy assistant and describes the interrelationships of the various health care providers within the health care environment in preparation for clinical experiences. Includes legal and ethical documentation requirements. Co-requisite: PT 640B. Prerequisite(s): PT 653.

PT 640B. CLINICAL EDUCATION IB (1).

The clinical component focuses on the application of basic evaluation and intervention techniques emphasizing peripheral musculoskeletal problems; written and oral interpersonal communication skills with clients, family and other physical therapy staff and basic patient education strategies. Introduces and emphasizes professional socialization, self assessment and critical thinking in the practice setting. Co-requisite: PT 607, PT 611, PT 640A and PT 655. Prerequisite(s): PT 610. Pass/No Pass grading only.

PT 641. CLINICAL EDUCATION II (1).

Emphasizes application of comprehensive evaluation, diagnosis and intervention strategies for clients with musculoskeletal and/or neuromuscular problems. May apply theory and practice in various practice settings across the life span. Refines interpersonal communication skills, role delineation and professional behaviors. Co-requisite: PT 656. Prerequisite(s): PT 640A and PT 640B. Pass/No Pass grading only.

PT 642. CLINICAL EDUCATION III (1).

Refines musculoskeletal and neuromuscular physical therapy case management with concurrent development of critical thinking and clinical decision making. Prerequisite(s): PT 641. Pass/No Pass grading only.

PT 643. CLINICAL EDUCATION IV (3). Focuses on the integration and application of all previous course and clinical work related to the development, enhancement, and restoration of movement function and the prevention of movement dysfunction. Co-requisite: PT 631 and PT 658. Prerequisite(s): PT 642. Pass/No Pass grading only.

PT 650. SCIENTIFIC INQUIRY (3). Examines quantitative and qualitative research methodologies and their use in theoretical and applied (clinical) research in health care. Reviews statistical tools used in research design and data analysis, critically analyzes research reports, studies ethical and legal constraints on the use of living organisms for research purposes and discusses financial considerations in research. Co-requisite: PT 654. Prerequisite(s): PT 653.

PT 651. PSYCHOSOCIAL ISSUES IN HEALTH CARE (2). Examines the psychosocial aspects of physical health, illness, disability, and chronic disease emphasizing cultural, social, sexual, pathology-related and familial factors. Evaluates the relationship to the culture of present and proposed health care delivery systems. Considers the role of the physical therapist in promoting psychosocial functions as well as physical function from a comprehensive rehabilitation perspective. Co-requisite: PT 657. Prerequisite(s): PT 641 and PT 655.

PT 652. Health care ETHICS AND LAW (1). Analyzes ethical and legal principles underlying major current health care provision concerns. Discusses the methods of ethical and legal decision making and methods of accessing ethical and legal information relevant to health care decision making. Addresses the legal and ethical constraints on the practice of physical therapy, legal responsibilities and rights of therapists and clients under various types of relationships and legal and ethical considerations of documentation. Co-requisite: PT 657. Prerequisite(s): PT 641 and PT 655.

PT 653. PROFESSIONAL ISSUES I (3). Takes the patient problem-based, small-group format approach to enhance integration of the current and previous course and clinical work. Most learning experiences are experiential and student self-directed. Addresses patient problems related primarily to variations of structure and function within the development of normal body system. Includes professionalism, professional ethics, basic teaching/learning strategies, interpersonal communication and community access to health promotion and health care services. Includes laboratory.

PT 654. PROFESSIONAL ISSUES II (1). Addresses patient problems related primarily to normal movement function and movement dysfunction. Includes a community project. Includes laboratory. Prerequisite(s): PT 653.

PT 655. PROFESSIONAL ISSUES III (2). Addresses patient problems related primarily to peripheral musculoskeletal case management. Includes advanced teaching/learning strategies, interpersonal communication refinement emphasizing group dynamics and community service project. Includes laboratory. Prerequisite(s): PT 654.

PT 656. PROFESSIONAL ISSUES IV (1). Addresses patient problems related primarily to musculoskeletal, neuromuscular or combined case management. Includes community or professional service project/teaching project. Includes laboratory. Prerequisite(s): PT 655.

PT 657. PROFESSIONAL ISSUES V (1). Addresses patient problems related primarily to primary and secondary cardiovascular and pulmonary case management. Includes community or professional service project. Includes laboratory. Prerequisite(s): PT 656.

PT 658. PROFESSIONAL ISSUES VI (1). Addresses patient problems related to multi-system case management. Includes approved community service or professional project. Includes laboratory. Prerequisite(s): PT 657.

PT 690E-W. INDEPENDENT STUDY IN PHYSICAL THERAPY (1-3). Advanced study in specific topic of interest in the areas of practice, research, or education developed by contract and conducted under the supervision of a faculty member. An optional course that can be taken following successful completion of courses offered in the first three semesters. Prerequisite(s): Permission of instructor.

PT 694. MASTER'S PROJECT PROPOSAL (1). Research project proposal development under the guidance of a faculty advisor. Prerequisite(s): PT 650.

PT 696A. MASTER'S PROJECT I (2). Research project data collection and analysis under the guidance of a faculty advisor. Prerequisite(s): PT 694.

PT 696B. MASTER'S PROJECT II (1). Completion of research project data analysis, preparation for publication and presentation. Prerequisite(s): PT 696A.

PT 699. COMPREHENSIVE EXAM (0). The Comprehensive Examination is administered following completion of the academic requirements of the curriculum. The purpose of the examination is twofold: it is a capstone assessment of knowledge developed throughout the curriculum; and it assists the student in preparing for the licensure examination in that it is composed of objective test questions and is similar in length to the licensure examination. Questions assess entry level PT knowledge, with the emphasis of these questions on curricular outcomes/objectives.

PHYSICS (PH)

PH 202A. GENERAL PHYSICS WITH TRIGONOMETRY I (3). Lecture and experimental demonstrations in mechanics, sound, light, heat, magnetism, electricity, and introductory modern physics. Three hours lecture, one hour recitation each week. Co-requisite: PH 205A. Prerequisite(s): MT 231 or equivalent.

PH 202B. GENERAL PHYSICS WITH TRIGONOMETRY II (3). A continuation of PH 202A. Co-requisite: PH 205B. Prerequisite(s): PH 202A.

PH 204A. GENERAL PHYSICS WITH CALCULUS I (3). Explores fundamental principles of mechanics, heat, sound, light, electricity, magnetism and introductory modern physics. Co-requisite: PH 205A. Prerequisite(s): MT 360A or permission of instructor. NOTE: Recommended for beginning physics majors, premedical students and engineers.

PH 204B. GENERAL PHYSICS WITH CALCULUS II (3). A continuation of PH 204A. Co-requisite: PH 205B. Prerequisite(s): PH 204A.

PH 205A. GENERAL PHYSICS LABORATORY I (1). Complements PH 202A or PH 204A. One three-hour laboratory each week required. Laboratory fee required. Co-requisite: PH 202A or PH 204A.

PH 205B. GENERAL PHYSICS LABORATORY II (1). Complements PH 202B or PH 204B. One three-hour laboratory each week required. Laboratory fee required. Co-requisite: PH 202B or PH 204B.

PH 250. MODERN REVOLUTIONS IN PHYSICAL SCIENCE (3). Traces the development of the radical changes in our understanding of nature, at the level of the atom and of light. Begins with the quantum hypothesis of Max Planck in 1900 to present. Studies major innovations and duplicates famous experiments which verify new theories. Co-requisite: PH 251.

PH 251. MODERN REVOLUTIONS IN PHYSICAL SCIENCE LABORATORY (1). Consists of computer simulations, hands-on experiments and demonstrations of famous developments leading to our current understanding of nature at the level of the atom. Co-requisite: PH 250.

PH 310. BASIC ELECTRONICS (3). Provides a basic understanding of electronic devices and circuits. Includes DC and AC circuit analysis, the physics of vacuum tubes and semiconductor devices, rectifier and amplifier circuits, oscillators and analog measurements. Co-requisite: PH 311. NOTE: Recommended for undergraduate science majors.

PH 311. BASIC ELECTRONICS LABORATORY (1). Complements PH 310. Studies circuits and devices discussed in PH 310 experimentally. One three-hour laboratory each week required. Laboratory fee required. Co-requisite: PH 310.

PH 315. DIGITAL ELECTRONICS (3). Introduces the application of solid-state devices to digital electronics problems. Includes digital measurements, switching concepts and diode circuits, transistor applications, logic gates, flip-flops and multi-vibrators, digital and analog-digital instruments and systems. Co-requisite: PH 316.

PH 316. DIGITAL ELECTRONICS LABORATORY (1). Complements PH 315. Studies topics covered in PH 315 experimentally. One three-hour laboratory each week required. Laboratory fee required. Co-requisite: PH 315.

PH 409. THEORETICAL MECHANICS (3). Studies classical statistics, kinematics and dynamics of particles and rigid bodies, harmonic vibrations, central forces, generalized coordinates, Lagrangian and Hamiltonian formalisms, conservation laws and invariance. Prerequisite(s): PH 204A.

PH 410. ELECTRICITY AND MAGNETISM (3). Studies Coulombs law through the electromagnetic field of a moving charge. Develops electrostatic fields in vacuum and in dielectrics, magnetic fields associated with constant and variable currents in vacuum and in magnetic materials, Maxwell's synthesis, and the propagation of electromagnetic waves in vacuum, in dielectrics and in good conductors. Prerequisite(s): PH 204A.

PH 415. THERMAL PHYSICS (3). Studies thermodynamic properties of matter starting with the concept of entropy. Includes classical and quantum statistical distribution functions, kinetic theory of gases, thermodynamics of radiation, Fermion and Boson physics. Prerequisite(s): PH 204A.

PH 430. PHYSICAL OPTICS (3). Studies the propagation of light, its vectorial nature, coherence and interference, and diffraction. Introduces modern concepts of partial coherence, the matrix treatment of polarization and multilayer film interference. Investigates the optics of solids, the emission of light by gases and solids and holography. Prerequisite(s): PH 204A.

PH 450. MODERN PHYSICS I (3). Introduces special relativity, wave-particle duality, Bohr theory of atomic structure, wave mechanics, many-electron atoms and the periodic table of the elements, characteristic x-ray spectra and molecular and solid-state physics. Prerequisite(s): PH 204A.

PH 455. MODERN PHYSICS II (3). Studies aspects of the atomic nucleus, including the basic properties of stable nuclei and nuclear models, the deuteron, nuclear disintegration studies, nuclear reactions and energy, radiation measurement techniques and a brief introduction to elementary particles. Prerequisite(s): PH 204A.

PH 460. INTRODUCTION TO QUANTUM MECHANICS (3). Focuses on the formulation of quantum mechanics. Introduces the dual nature of matter and radiation, formalism of quantum mechanics including state functions in momentum and configuration space, expectation values, commutation relations and the Heisenberg indeterminism, perturbation theory, and the angular momentum and spin operators. Applies theory to one-particle and n-particle systems. Prerequisite(s): PH 204A.

PH 470. INTRODUCTION TO ASTROPHYSICS (3). Reviews the observational bases of astrophysics, radiative properties of stars, stellar spectra, binary and variable stars, stellar interiors and evolution, and galaxies and cosmology. Includes observational work. Prerequisite(s): PH 204A. NOTE: Recommended as a physics elective or following completion of general physics and calculus.

PH 472A. ADVANCED PHYSICS LABORATORY I (1). Provides selected experiments to supplement advanced course work. Laboratory fee required.

PH 472B. ADVANCED PHYSICS LABORATORY II (1). A continuation of PH 472A. Laboratory fee required.

PH 490E-W. INDEPENDENT STUDY IN PHYSICS (1-4). Offers an opportunity for advanced independent research. Prerequisite(s): Approval of Department Chair.

POLITICAL SCIENCE (PS)

PS 205. INTRODUCTION TO POLITICAL SCIENCE (3). Studies politics and government including theory and practice, political power, democratic and nondemocratic systems, ideology, political socialization and communication, forms of government and peaceful and violent change.

PS 215. UNITED STATES NATIONAL POLITICS (3). Studies the basic institutions of American government and the forces that shape governmental action. Examines the Constitution, the role of the presidency, federal-state relations, the party system and the operation of the Congress and the courts.

PS 231. INTERNATIONAL RELATIONS (3). Evaluates the elements, relationships, issues and problems of contemporary international relations. Includes national systems, superpower relations, diplomacy, war, international organizations, arms control, North-South relations and interdependency.

PS 241. COMPARATIVE POLITICS AND GOVERNMENT (3). Compares and evaluates power, policy, politics and government in contemporary nation states. Includes political culture and socialization, governmental structures and performance in political systems.

PS 400. UNITED STATES CONSTITUTIONAL LAW: STRUCTURE AND PROCESS (3). Studies the development of the U.S. Constitution in the areas of judicial review, executive and legislative powers, federalism and the framework of the U.S. government. Employs the case method.

PS 401. UNITED STATES CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES (3). Studies the development of the U.S. Constitution in the areas of civil rights and civil liberties. Focuses on due process of law, rights of the

accused, rights of privacy, criminal procedure, freedom of expression, association and religion, and equality under the law. Employs the case method. Cross listing: CJ 401.

PS 403. COURTS AND THE JUDICIAL PROCESS (3). Explores administration of justice, emphasizing United States systems. Focuses on judicial decision making, and Procedures in federal and state judicial systems. Cross listing: CJ 403.

PS 410. UNITED STATES PUBLIC POLICY (3). Examines selected national public policies and their impact on U.S. political and social institutions.

PS 413. UNITED STATES ELECTIONS AND POLITICAL BEHAVIOR (3). Examines U.S. elections in the context of the political arena. Emphasizes political parties, special interest groups, voting behavior and campaign strategies.

PS 414. THE UNITED STATES PRESIDENCY (3). Analyzes the principal institutions, functions and problems of the presidency and federal executive branch. Focuses on presidential leadership, staffing, executive-legislative relations and policy formation.

PS 416. UNITED STATES CONGRESS AND LEGISLATIVE PROCESS (3). Examines procedures, structures, personnel, powers and restraints in relation to other government forces. Prerequisite(s): Junior standing or permission of instructor.

PS 421. STATE AND URBAN POLITICS (3). Explores state and urban political systems as they function within the American federal structure. Emphasizes governmental functions, interactions, structures, constraints and resources.

PS 432. INTERNATIONAL POLITICAL ECONOMY (3). Analyzes the interactions and interrelationships between political and economic factors at the global level. Factors include monetary management, trade, multinational corporations, foreign aid, cartels and debt. Considers Western and North-South systems. Prerequisite(s): PS 205 and either PS 231 or PS 241; and both EC 320 and EC 330; or permission of instructor. Cross listing: EC 432.

PS 439. UNITED STATES FOREIGN POLICY SINCE WORLD WAR II (3). Reviews and evaluates the nature and conduct of U.S. foreign policy since 1945. Considers policies adopted by the U.S. to deal with the perceived international system, including intended outputs and actual outcomes of policy, and contemporary challenges. Prerequisite(s): PS 205 and 231 or permission of instructor.

PS 445. COMPARATIVE PUBLIC POLICY (3). Provides a comparative examination of public policy in western industrialized nation-states emphasizing the interaction and interdependency of politics and economics. Evaluates basic issues of public policy including distribution, extraction and regulation focusing on identifying both the range of possible choices and the actual outcomes of adopted policies under

a variety of circumstances. Prerequisite(s): PS 205 and either PS 231 or PS 241; and both EC 320 and EC 330; or permission of instructor.

PS 449. COMPARATIVE FOREIGN POLICY (3). Provides a comparative study and analysis of the foreign policies of a variety of important contemporary nation-states. Emphasizes international systems, foreign policy objectives, policymaking and implementation processes, and foreign policy outputs and outcomes. Prerequisite(s): PS 205 and either PS 231 or PS 241, or permission of instructor.

PS 450. INTERNATIONAL ORGANIZATIONS (3). Describes and evaluates the theory and practice of international organizations, emphasizing the United Nations and its specialized agencies, regional organizations and functional institutions. Prerequisite(s): PS 205 or PS 231 or PS 241, or permission of instructor.

PS 482E-W. TOPICS IN POLITICAL THEORY (3). Provides an intensive examination of the nature and aims of various forms of political theory, specific periods of political thought, major political thinkers or significant topics in political theory.

PS 490E-W. INDEPENDENT STUDY IN POLITICAL SCIENCE (1-3). Offers an opportunity for independent exploration of areas of interest under the supervision of a department member. Prerequisite(s): Approval of Department Chair.

PS 493E-W. SEMINAR IN INTERNATIONAL POLITICS (3). Provides an intensive study of selected issues and problems of international politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

PS 494E-W. SEMINAR IN COMPARATIVE POLITICS (3). Provides an intensive study of selected issues, problems and regions in comparative politics, emphasizing individual research interests. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

PS 495E-W. SEMINAR IN POLITICAL SCIENCE (3). Provides an intensive study of selected topics, issues or problems in political science. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

PS 496E-W. SEMINAR IN UNITED STATES POLITICS (3). Provides an intensive study of selected issues of U.S. politics, emphasizing individual research projects. Includes preparation and presentation of a major research project. Prerequisite(s): Junior standing.

PS 498E-W. INTERNSHIP IN POLITICAL SCIENCE (3). Offers an opportunity for placement in a governmental organization or private institution involved in political processes. Progress is guided and monitored by the site supervisor and the faculty sponsor. Site selection emphasizes the best combination of prior academic learning

and on-the-job experience. Prerequisite(s): Approval of Departmental Chair and Director of Experiential Education.

PSYCHOLOGY (PY)

PY 250. GENERAL PSYCHOLOGY (3). Introduces science of behavior and mental processes through a systematic study of representative areas of psychology.

PY 266. PSYCHOLOGY AND HEALTH (3). Studies personal adjustment, its history, development and scope. Includes human behavior problems emphasizing the probable cause, prevention and treatment.

PY 358. LIFE SPAN HUMAN DEVELOPMENT (3). Studies the nature of human growth and development from the very beginnings of life to its culmination. Emphasizes biological, social and psychological factors that affect human behavior throughout the life span.

PY 370. INTERMEDIATE STATISTICS (3). Reviews key topics from elementary statistics. Introduces techniques of stratified sampling and experimental design; one factor ANOVA, two factor ANOVA, introduction to n-factor ANOVA; selected multiple comparison tests; multiple correlation and regression; the sign test; the Mann-Whitney U-Test; the runs test; and the Spearman correlation. Prerequisite(s): BA 270 or MT 270 or permission of instructor. Cross listing: BA 370 and MT 370.

PY 381. LEARNING AND MEMORY (3). Introduces basic concepts, methods and results of experimental analysis of learning and memory in humans and nonhuman animals. Includes classical and operant conditioning, discrimination learning processes underlying encoding, storage, and retrieval of information in memory, and other cognitive processes. Co-requisite: PY 382. Prerequisite(s): PY 250.

PY 382. LEARNING AND MEMORY LABORATORY (2). Involves laboratory experiments with animal and human subjects and the preparation of reports on these experiments. Co-requisite: PY 381. Laboratory fee required.

PY 412. CHILDREN'S EYEWITNESS TESTIMONY (3). Introduces the student to the issues surrounding children's eyewitness testimony. Explores issues and insights into Children's eyewitness testimony using a topic approach. Prerequisite(s): PY 250 or SO 200. Cross listing: CJ 412.

PY 418. PSYCHOLOGY OF BUSINESS AND INDUSTRY (3). Studies principles of psychology as applied to selected problems in the area of business and industry.

PY 419. EXPERIMENTAL PSYCHOLOGY (3). Considers methods and procedures of modern experimental psychology. Co-requisite: PY 420. Prerequisite(s): PY 250 and MT 272.

PY 420. EXPERIMENTAL PSYCHOLOGY LABORATORY (2). Provides an opportunity for completion of individual projects related to appropriate experimental and statistical design. Co-requisite: PY 419. Laboratory fee required. NOTE: One three-hour laboratory each week required.

PY 425. SOCIAL PSYCHOLOGICAL KINESIOLOGY (3). Evaluates topics related to the social psychology of sports and exercise. The influence of social-psychological variables on participation in sport and exercise, and how participation affects the individual are examined. Focuses on performance psychology, stress processes, motivation, and exercise psychology across the lifespan. Prerequisite(s): PY 250 and MT 270. Cross listing: KIN 425. NOTE: Offered every Spring Semester.

PY 441. SOCIAL PSYCHOLOGY (3). Studies social behavior including the social self; attribution theory; attitude formation and change; attraction, love and intimacy; aggression and altruism; and conformity and obedience. Prerequisite(s): PY 250.

PY 445. SMALL GROUP COMMUNICATION (3). Provides a comprehensive overview of psychological group theories and empirical findings, emphasizing principles of group dynamics. Includes group projects and classroom simulations. Prerequisite(s): PY 250. Cross listing: CA 414.

PY 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or WS 300. Cross listing: WS 450.

PY 452. PSYCHOLOGICAL AND EDUCATIONAL TESTING (3). Introduces psychological and educational concepts in testing. Includes reliability, validity, standardization and administration. Emphasizes appropriate selection, use and interpretation of tests. Prerequisite(s): PY 250. NOTE: MT 270 or MT 272 recommended, but not required.

PY 453. CLINICAL AND COUNSELING PSYCHOLOGY (3). Considers theory and application of basic therapeutic techniques to bring about behavioral change. Covers selected theoretical viewpoints and techniques. Prerequisite PY 250.

PY 454. COGNITIVE PSYCHOLOGY (3). Focuses on psychological processes such as attention, memory, concept formation, problem solving and language. Examines current research data, theories and applications. Optional Co-requisite: PY 455. Prerequisite(s): PY 250.

PY 455. COGNITIVE PSYCHOLOGY LABORATORY (1). Involves laboratory experiments with human subjects exploring basic cognitive processes, such as memory and problem solving. Co-requisite: PY 454. Laboratory fee required.

PY 456. ORGANIZATIONAL BEHAVIOR (3). Provides an overview of individual behavior, group behavior, and organizational structures and processes that impact the effectiveness of organizations. Emphasizes analysis and application of knowledge to improve performance and organizational effectiveness. Cross listing: BA 454. NOTE: Offered only in the School for Professional Studies.

PY 459. DEVELOPMENTAL PSYCHOLOGY: CHILD (3). Studies biological, psychological and social factors in human development from conception to puberty. Prerequisite(s): PY 250.

PY 460. DEVELOPMENTAL PSYCHOLOGY: ADOLESCENCE (3). Studies biological, psychological and social factors in human development during adolescence and young adulthood. Prerequisite(s): PY 250.

PY 461. DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING (3). Studies biological, psychological and social factors in human development during adulthood and later years. Regis College prerequisite(s): PY 250. School for Professional Studies prerequisite(s): None.

PY 462. BEHAVIORAL AND STRESS MANAGEMENT (3). Examines current techniques in the treatment of behavioral and physiological problems. Includes stress management, relaxation therapy, biofeedback, desensitization, assertiveness training, cognitive therapies, modeling and other behavioral management techniques. Regis College prerequisite(s): PY 250. School for Professional Studies prerequisite(s): None.

PY 463. PSYCHOLOGY OF INTIMATE RELATIONSHIPS (3). Explores the most recent information regarding the factors leading to the success or failure of intimate relationships.

PY 464. EDUCATIONAL PSYCHOLOGY (3). Theory of developmental psychology and learning theory and its impact on education. Students will study current theories of educational psychological research and relate that information to teaching. Students will specifically study the following areas: learning and motivation, behavioral objectives, learning styles, diversity, individual differences, and adaptations for special-need students. NOTE: Offered only in the School for Professional Studies.

PY 465. CROSS-CULTURAL PSYCHOLOGY (3). Introduces cross-cultural psychology focusing on dimensions that differentiate between cultures and the impacts of culture on a range of human behavior. Explores theories, methodologies and findings with applications to practical situations. Prerequisite(s): PY 250.

PY 468. PSYCHOLOGY OF CHANGE (3). Examines change from personal and organizational perspectives. Explores principles of change, sources of resistance and strategies for overcoming resistance. NOTE: Offered only in the School for Professional Studies.

PY 469. LIFESPAN DEVELOPMENT (3). Analyzes human developmental stages from the perspectives of major theories of development—cognitive, learning, humanistic and psychoanalytic. NOTE: Offered only in the School for Professional Studies.

PY 470. PSYCHOLOGY OF PERSONALITY (3). Studies theories of development and organization of personality including representative examples of classical and modern theories. Prerequisite(s): PY 250.

PY 471. ABNORMAL PSYCHOLOGY (3). Uses the biopsychosocial model as the basis for explaining the cause, understanding and treatment of mental disorders. Emphasizes common disorders encountered in clinical practice and specific criterion necessary for making a diagnosis. Prerequisite(s): PY 250.

PY 480. HISTORY AND SYSTEMS OF PSYCHOLOGY (3). Provides an historical survey of systems and schools of psychology and their contributions to the development of modern psychological theory. Prerequisite(s): PY 250. Senior standing recommended.

PY 482. SENSATION AND PERCEPTION (3). Introduces the structures and processes underlying basic sensory and perceptual experience. Emphasizes psychophysical relationships established for the different sense modalities and theoretical interpretations of the sensory data. Prerequisite(s): PY 250.

PY 484. PSYCHOLOGY AND THE LAW (3). Provides a critical analysis of the law, focusing on the criminal justice system in our society. Emphasizes the psychological, social and cultural factors that influence the criminal justice system, and the use of behavioral science techniques. Prerequisite(s): PY 250 or SO 200. Cross listing: CJ 415.

PY 485. NEUROSCIENCE: FUNCTIONAL NEUROPHYSIOLOGY AND NEUROANATOMY (3). Explores the functional significance of neural physiology and connectivity, including effects related to neural development, how nerve cells communicate with one another, how patterns of neural interconnections give rise to different perceptual, cognitive, and motor responses, and how neural communication is modified by experience. Co-requisite: PY 486. Prerequisite(s): BL 260 and BL 262. Cross listing: NS 485 and BL 485.

PY 486. NEUROPHYSIOLOGY AND NEUROANATOMY LABORATORY (1). Involves laboratory experiments and computer simulations of neural functions as well as gross dissection, and histological study of neuroanatomy. Co-requisite: PY 485. Cross listing: NS 486 and BL 486. NOTE: One three-hour laboratory period per week.

PY 487. NEUROSCIENCE: BIOLOGICAL BASIS OF BEHAVIOR (3). Studies the physiological correlates of behavior. These include but are not limited to neural systems regulating motivation, emotion, learning, and the neuropsychological bases of cognitive processes.

Physiological and psychological responses to brain injury are also examined. Co-requisite: PY 488. Prerequisite(s): Either BL 260 and BL 262 or PY 250. Cross listing: NS 487.

PY 488. INTRODUCTION TO NEUROSCIENCE LABORATORY METHODS (1). Emphasizes current research techniques including the recording of biopotentials such as EEG and EMG, brain lesions, histology and behavioral and clinical tests for assessing effects of brain damage. Co-requisite: PY 487. Prerequisite(s): Permission of instructor. Cross listing: NS 488. Laboratory fee required.

PY 490E-W. INDEPENDENT STUDY IN PSYCHOLOGY (1-3). Offers an opportunity for advanced study in psychology under the direction of a department faculty member. Prerequisite(s): Junior standing and approval of Department Chair.

PY 493. SENIOR CAPSTONE (2). Provides the culminating experience of the major, focusing on integration and application of theory. Must be completed as graded course work at Regis University. Prerequisite(s): PY 250, majors only and senior standing.

PY 496E-W. SPECIAL TOPICS IN PSYCHOLOGY (3). Studies selected topics in psychology through lecture presentation and research projects. Prerequisite(s): PY 250.

PY 498E-W. INTERNSHIP IN PSYCHOLOGY (3). Involves placement in a clinical or research agency for advanced psychology students. Prerequisite(s): Approval of Department Chair and Director of Experiential Education.

RELIGION AND CULTURE (RC)

RC 220A. WORLD RELIGIOUS TRADITIONS I (3). Introduces the basic concepts of Hinduism, Buddhism, Confucianism and Taoism, and their values and practices. Emphasizes enriching the Western mind and facilitating inter-cultural understanding. NOTE: Offered only in the School for Professional Studies.

RC 220B. WORLD RELIGIOUS TRADITIONS II (3). Surveys the basic concepts, values and practices of Judaism, Christianity and Islam. Compares religions, their beliefs, behaviors, and affect on individual outlooks and cultural interaction. NOTE: Offered only in the School for Professional Studies.

RC 308. RELIGION, THE ARTS AND THE HUMANITIES (3). Introduces the relation of religion and the visual, musical and/or literary arts. Prerequisite(s): RS 200.

RC 312. PHILOSOPHY OF RELIGION (3). Surveys philosophical discussions of religion from both a classical and contemporary perspective. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 312.

RC 313. PHILOSOPHIES AND THEOLOGIES OF LOVE (3). Examines how philosophical and religious traditions have understood the nature of love. Emphasizes philosophical and religious outlooks and values. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 313.

RC 338. PHILOSOPHICAL AND RELIGIOUS THEMES IN FILM (3). Integrates interests in grammar and meaning of film with inquiries into the "big questions" that are abiding concerns of philosophy and religion. Prerequisite(s): RS 200 or PL 250. Cross listing: PL 366.

RC 351. ASIAN PHILOSOPHIES AND RELIGIONS (3). Explores major religious traditions of Asia, including Hinduism, Buddhism, Confucianism and Taoism, emphasizing ways of understanding the world, the human and the Transcendent. Regis College prerequisite(s): RS 200 or PL 250. School for Professional Studies prerequisite(s): None. Cross listing: PL 390.

RC 400E-W. THEMES IN RELIGION AND CULTURE (3). Investigates the interrelation and interaction of religion as one aspect of human culture. Includes religion in America, Death and dying, and religious understandings of family life. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): None.

RC 408E-W. THEMES IN RELIGION, THE ARTS AND HUMANITIES (3). Examines selected themes dealing with religion and the visual, musical or literary arts. Emphasizes the arts and humanities portraying religious beliefs on a wide cultural and traditional scale. Includes art and mysticism, aesthetics, religion and literature, religion and film, sacred music and dance. Regis College prerequisite(s): Completion of Religious Studies Core. School of Professional Studies prerequisite(s): RS 200.

RC 410. NATIVE AMERICAN RELIGIOUS TRADITIONS (3). Surveys major themes in myth and ritual systems of selected Native American religious/cultural traditions. Focuses on Native American groups representing varied geographical regions of North America (Woodlands, Plains, Southwest). Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): None.

RC 412E-W. THEMES IN RELIGION AND PHILOSOPHY (3). Examines some aspects of philosophical thinking about religion. Includes philosophy of God, belief and unbelief, and phenomenological approaches to religion. Regis College prerequisite(s): Completion of Religious Studies Core or PL 250. School for Professional Studies prerequisite(s): RS 200 or PL 250. Cross listing: PL 485 E-W.

RC 425E-W. THEMES IN RELIGION AND THE SOCIAL SCIENCES (3). Examines aspects of social scientific study of religion. Includes psychology and religion, anthropology and religion, and religion and the struggle for selfhood. Prerequisite(s): Completion of Religious Studies Core.

RC 425E. THEMES IN RELIGION AND THE SOCIAL SCIENCES: ANTHROPOLOGY OF RELIGION (3). Provides an anthropological examination of religious expression in past and present societies. Includes myth, ritual, shamanism, symbolism and religious change. Prerequisite(s): Completion of Religious Studies Core or SO 200 or permission of instructor. Cross listing: SO 485.

RC 451E-W. THEMES IN ASIAN PHILOSOPHIES AND RELIGION (3). Studies Asian religious traditions and attitudes, ancient and sacred scriptures, key historic figures and contemporary issues. May cover the traditions of Buddhism, Hinduism, Confucianism and Taoism in more depth. Regis College prerequisite(s): Completion of Religious Studies Core or PL 250. School for Professional Studies prerequisite(s): RS 200. Cross listing: PL 435E-W.

RC 460. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: WS 460.

RC 470E-W. THEMES IN SPIRITUAL LIFE (3). Surveys major themes of theory and practice in spiritual life. Studies spirituality as it applies to contemporary themes. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): None.

RC 490E-W. INDEPENDENT STUDY IN RELIGION AND CULTURE (3). Provides an interdisciplinary study of topics relating to the relationship between religion and culture not covered by regular course offerings. Prerequisite(s): Approval of Department Chair. NOTE: Specific assignments and meeting times are arranged with the instructor.

RC 491E-W. DIRECTED RESEARCH IN RELIGION AND CULTURE (1-3). Provides an opportunity for an individualized scholarly research project on a topic relating to religion and culture. Prerequisite(s): Approval of Department Chair.

RELIGIOUS STUDIES (RS)

RS 200. INTRODUCTION TO RELIGIOUS STUDIES (3). Introduces the academic study of religion and develops an awareness of the nature of religion, the way it functions and its role in human existence. Highlights diversity of religious phenomena and universal human concerns. NOTE: Basic Prerequisite for all other Regis College Religious Studies courses.

RS 300. INTRODUCTION TO BIBLICAL STUDIES (3). Surveys Hebrew and Christian Scriptures (Old and New Testaments), and introduces the resources and methods of modern academic study of the Bible. Prerequisite(s): RS 200.

RS 301E-W. INTRODUCTION TO THE CHRISTIAN FAITH (3). Investigates selected, central themes of Christian belief and practice and their application to living in the contemporary world. Prerequisite(s): RS 200.

RS 305. OLD TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the Old Testament focusing on specific Old Testament themes. Regis College prerequisite(s): RS 200. School for Professional Studies prerequisite(s): None.

RS 306. NEW TESTAMENT THEMES (3). Surveys the history, cultural background and literature of the New Testament, emphasizing the person of Jesus and the Gospels and writings of Paul. Regis College prerequisite(s): RS 200. School for Professional Studies prerequisite(s): None.

RS 310. HISTORICAL INTRODUCTION TO CHRISTIANITY (3). Surveys the roots of Christianity in various cultural settings and its emergence and development in world history, from New Testament times to the present. Prerequisite(s): RS 200.

RS 350E-W. CHRISTIAN SERVICE (3). Combines Christian service and reflection based on service or ministry for study and reflection. Includes Christian service and reflection, models of ministry, Christian leadership. Prerequisite(s): RS 200.

RS 350G. CHRISTIAN SERVICE: LEADERSHIP SEMINAR (3). Provides a basis for Christian community service, including exploration of models for ministry, parish leadership, community liturgy and pastoral care.

RS 360. CHRISTIAN ETHICS (3). Introduces Christian ethics focusing on methods, sources and forms of Christian ethics. Uses these as critical tools to address contemporary issues including economic justice, health care and sexual ethics. Prerequisite(s): RS 200.

RS 365. CHRISTIAN LOVE AND MARRIAGE (3). Investigates the nature of Christian love focusing on the Christian understanding of marriage. Prerequisite(s): RS 200.

RS 370E-W. SPIRITUALITY (3). Explores fundamentals of spirituality emphasizing the role of history, culture and the divine-human relationship. Focuses on central themes including prayer, discernment and the Holy Spirit. Prerequisite(s): RS 200.

RS 400E-W. THEMES IN CHRISTIANITY (3). Examines selected themes or areas of specific study in terms of both relevant historical background and contemporary

discussion. Includes Christology, Ecclesiology, sacraments, ecumenical thought and liberation thought. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): RS 200.

RS 401E-W. TOPICS IN OLD TESTAMENT STUDIES (3). Investigates key themes in Old Testament literature, involving study of the resources and methods of biblical scholarship. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): RS 200.

RS 402E-W. THEMES IN NEW TESTAMENT STUDIES (3). Investigates key themes in New Testament literature, involving study of the resources and methods of modern biblical scholarship. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): RS 200.

RS 403E-W. TOPICS IN CHURCH HISTORY (3). Explores selected topics in the field of Christian history from the standpoint of historic, social, cultural and religious influences and developments. May include Church history, the patristic era, medieval Christianity, the Renaissance and Reformation or the modern era. Prerequisite(s): Completion of Religious Studies Core.

RS 405E-W. ISSUES IN CONTEMPORARY CHRISTIANITY (3). Explores practical issues that face contemporary Christianity including issues of poverty and racism, hunger, death and dying. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): RS 200.

RS 406. APPROACHES TO BIBLICAL LITERATURE (3). Surveys key themes in the Hebrew and Christian scriptures, utilizing the resources and methodology of contemporary biblical scholarship. NOTE: Offered only in the School for Professional Studies.

RS 407. JESUS WITHIN JUDAISM I (3). Provides an historical introduction to the social, political and cultural milieu of 1st century Judaism and the relationship of Rabbi Yeshua ben Yoseph (Jesus) to the Judaism of his time. Cross listing: HS 407. NOTE: Offered only in the School for Professional Studies.

RS 414E-W. TOPICS IN CONTEMPORARY CHRISTIAN ETHICS (3). Surveys issues in method and/or particular topics of contemporary concern including method in Protestant and Catholic moral thought, feminist Christian ethics, medical ethics, economic justice, and war and peace. Regis College prerequisite(s): Completion of Religious Studies Core. School for Professional Studies prerequisite(s): RS 200.

RS 422. JESUS OF NAZARETH (3). Studies the significance of Jesus of Nazareth's life and message in the context of his historical existence, and the faith traditions of Christian peoples. NOTE: Offered only in the School for Professional Studies.

RS 424. JESUS WITHIN JUDAISM II (3). A continuation of Jesus Within Judaism I. Cross listing: HS 424. NOTE: Offered only in the School for Professional Studies.

RS 425. CHRISTIANITY THROUGH THE CENTURIES: ETHICS AND SPIRITUALITY (3). Provides a selective survey of Christian praxis over the centuries. Focuses on major movements in ethics and spirituality during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core.

RS 426. CHRISTIANITY THROUGH THE CENTURIES: THOUGHT AND DOCTRINE (3). Provides a selective survey of Christian thought and doctrine over the centuries. Focuses on major movements in Christian thought and development of doctrine during key historical periods, including the 1st century, the patristic period, monastic period, late middle ages, the reformation and the modern period. Prerequisite(s): Completion of Religious Studies Core.

RS 455. WOMEN, RELIGION AND SPIRITUALITY (3). Encourages students to think critically and with insight about their own spiritual, cultural, and religious experiences. Emphasizes the value of feminist approaches to spiritual experiences in social and personal transformation. Topics include ancient goddess traditions, female expression of spirituality in various religious traditions, contemporary trends, and future implications. Journal writing, as well as exploring and sharing one's own journey are significant. NOTE: Offered only in the School for Professional Studies.

RS 471E-W. TOPICS IN SPIRITUALITY (3). Investigates spirituality focusing on modern Christian spirituality, spiritual leaders including Ignatius of Loyola and prayer in the Christian tradition. Prerequisite(s): Completion of Religious Studies Core.

RS 490E-W. INDEPENDENT STUDY IN RELIGIOUS STUDIES (1-3). Provides focused research on a topic in religious studies not covered in regular course offerings. NOTE: Specific assignments and meeting times are arranged with the instructor. Prerequisite(s): Approval of Department Chair.

RS 491E-W. DIRECTED RESEARCH IN RELIGIOUS STUDIES (1-3). Provides individualized scholarly research in a topic in religious studies. Prerequisite(s): Approval of Department Chair.

RS 492E-W. MAJORS/MINORS SEMINAR (3). Provides an opportunity for Religious Studies majors and minors to develop a more in-depth understanding of some aspects of contemporary Religious Studies. Topic is announced each time the seminar is offered. Prerequisite(s): Major or minor status or approval of Department Chair.

RS 498E-W. INTERNSHIP IN RELIGIOUS STUDIES (3). Offers interested students an opportunity to explore

Religious Studies in its practical application to the various working areas or contemporary life and to reflect critically and constructively on their experience. Prerequisite(s): RS 200 and approval of Department Chair and Director of Experiential Education.

RS 499. SENIOR PROJECT (3). Offers a directed research project culminating a major in religious studies and leading to a public presentation of research results, under the direction of a qualified supervisor approved by the Department Chair. NOTE: Typically taken the second semester of the senior year. Prerequisite(s): Approval of Department Chair.

SOCIOLOGY (SO)

SO 200. INTRODUCTION TO SOCIOLOGY (3). Studies sociological perspectives, focusing on social groups and social interaction. Presents basic sociological terms and concepts, and examines a variety of social institutions and social processes.

SO 203. SOCIAL PROBLEMS (3). Surveys selected social problems from a national and international scope. Includes analysis of possible causes and consequences of these problems and of various proposals for solutions and reforms.

SO 204. INTRODUCTION TO CULTURAL ANTHROPOLOGY (3). Introduces the methods and theory of cultural anthropology through a theoretical and comparative examination of the role of culture in human life. Includes the study of other cultures and field research on contemporary United States culture.

SO 325. WOMEN IN SOCIETY (3). Investigates the roles and status of women in society. Examines ways women are shaped by socialization and institutions, and ways women shape their own lives.

SO 350. CRIMINOLOGY (3). Analyzes social, political and economic forces that shape the nature, extent and definitions of crime. Includes corporate and government crime; the relationship of racism, sexism and drugs with crime; and imprisonment. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 350.

SO 369. MIDDLE EASTERN LITERATURE AND SOCIETY (3). Surveys modern Middle Eastern literature examining works within their cultural contexts. Studies how the Middle East--birthplace of several major religions and arena of many conflicts--consists of countries with different histories, traditions, languages and religions. Includes poems, short stories and drama in English translation from Israel, Egypt, Lebanon, Iraq, Iran, Turkey and other Middle Eastern countries. Cross listing: EN 308E.

SO 403. SOCIOLOGICAL THEORY (3). Surveys major analytic models used in sociology. Reviews classical foundations of social thought, including the works of Marx, Durkheim and Weber, and contemporary schools of thought, such as feminist and neo-Marxian theory. Prerequisite(s): SO 200.

SO 404. METHODS OF SOCIOLOGICAL RESEARCH (3). Introduces the process of sociological research. Includes reviewing previous research, sampling, interviewing and constructing questionnaires; and analysis and interpretation of data. Students design their own research project. Prerequisite(s): SO 200.

SO 408. ALIENATION (3). Compares various sociological and philosophical concepts of alienation and their implications for social theory and practice. Prerequisite(s): SO 200, PL 250 or permission of instructor. Cross listing: PL 484.

SO 416. DEVIANCE (3). Provides a historical and comparative study of social deviance, including definitions of and reactions to deviance, and deviance as collective behavior. Examines various sociological theories of deviance, and social groups and behaviors defined as deviant in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 416.

SO 419E-W. CULTURE AND CONSCIOUSNESS (3). Explores the social and cultural processes through which we construct our world. Includes the sociology of knowledge, symbolic interactionism, phenomenological sociology, ethnomethodology, cultural studies and related topics. Prerequisite(s): SO 200 or permission of instructor.

SO 421. SOCIOLOGY OF GENDER (3). Examines the social implications of changing roles of men and women in the workplace and the changing roles within the family. Explores comparable worth, sexual harassment, and management and leadership paradigms. NOTE: Offered only in the School for Professional Studies.

SO 422. DIVERSITY IN U.S. SOCIETY (3). Provides a critical and comparative analysis of race, ethnicity and other diversity in the United States. Includes racism, creation and maintenance of ethnic group status, political processes and movements for self-determination. Prerequisite(s): SO 200.

SO 424. SEX ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated into all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: WS 424.

SO 436. ENVIRONMENT AND ENERGY (3). Examines the relationship between the development of energy resources and environmental conditions. Emphasizes how economic and political ideology and institutions affect our relationship

to the Earth. Prerequisite(s): SO 200 or permission of instructor.

SO 451. JUVENILE DELINQUENCY (3). Investigates juvenile delinquency in the context of social and political authority, the operations of the criminal justice system, youth culture and youth subcultures, and related social issues. Presents various sociological theories of juvenile delinquency, and examines various historical and contemporary manifestations of juvenile crime and deviance. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 451.

SO 452. PUNISHMENT AND CORRECTIONS (3). Provides historical, political and economic analysis of the penal system in the United States. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 452. NOTE: SO 350 recommended.

SO 454. SOCIAL CONTROL (3). Surveys the political, economic and ideological forces that contribute to social conformity in the United States. Studies how education, mass media, employment opportunities, family, criminal justice system and other forces act as mechanisms of social control. Prerequisite(s): SO 200 or permission of instructor. Cross listing: CJ 454.

SO 459E-W. TOPICS IN CRIME AND JUSTICE (3). Selected courses will focus on issues related to crime, police, the court system, punishment, social control, rehabilitation, etc. Cross listing: CJ 459E-W. NOTE: SO 350 and CJ 350 Criminology recommended.

SO 466. SOCIAL CHANGE AND REVOLUTION (3). Studies theories of social change and revolution in the context of revolutionary movements in the United States and other countries. Prerequisite(s): SO 200 or permission of instructor.

SO 469E-W. CONTEMPORARY CULTURES (3). Provides a comparative analysis of modern cultures and regions, emphasizing processes of social change. Prerequisite(s): SO 200 or permission of instructor.

SO 470. SOCIAL INEQUALITY (3). Provides a comparative examination of theoretical and ethnographic patterns of inequality in the United States and other countries. NOTE: Offered only in the School for Professional Studies.

SO 472. WEALTH AND POWER (3). Provides a comparative examination of political and economic institutions, the groups that dominate these institutions, the means by which they exercise power and challenges to the exercise of power. Regis College prerequisite(s): SO 200 or permission of instructor. School for Professional Studies prerequisite(s): None.

SO 475. THE UNITED STATES AND THE THIRD WORLD (3). Provides an overview of the causes, methods and consequences of involvement by capitalist nations in formerly colonized nations. Includes multinational corporate

investment and activities, foreign aid, the debt crisis, military intervention, etc. Prerequisite(s): SO 200 or permission of instructor.

SO 476. SOCIOLOGY OF WORK (3). Studies the social relations of production and consumption and the influence of social organization and social change of work within traditional and industrial phases. Prerequisite(s): SO 200. NOTE: Offered only in the School for Professional Studies.

SO 479E-W. TOPICS IN POLITICAL ECONOMY (3). Offers selected topics on the intersection of political and economic institutions, including the sociology of work, occupations, formal organizations, comparative political and economic analyses, etc. Prerequisite(s): SO 200 or permission of instructor.

SO 481. THE FAMILY (3). Provides a comparative analysis of marriages, families, and domestic groups. Examines varieties of family life and their effects on men, women, children, and other social institutions. Regis College prerequisite(s): SO 200 or WS 300. School for Professional Studies prerequisite(s): None. Cross listing: WS 481.

SO 482. SOCIOLOGY OF EDUCATION (3). Studies educational institutions, ideologies, pedagogies and policies. Prerequisite(s): SO 200 or permission of instructor.

SO 485. ANTHROPOLOGY OF RELIGION (3). Provides an anthropological examination of religious expression in past and present societies. Includes myth, ritual, shamanism, symbolism and religious change. Prerequisite(s): SO 200 or completion of Religious Studies Core or permission of instructor. Cross listing: RC 425E.

SO 486. MASS COMMUNICATION AND SOCIETY (3). Investigates and analyzes economic, political and ideological dimensions of mass communication, mass communication and social control, and the development of mass media forms. Regis College prerequisite(s): SO 200 or CA 280. School for Professional Studies prerequisite(s): None. Cross listing: CA 486.

SO 490E-W. INDEPENDENT STUDY IN SOCIOLOGY (1-3). Offers an opportunity for individual study of an approved topic in sociology under the direction of a sociology faculty member. Permits faculty and students to explore together some subject of special or personal interest. Prerequisite(s): SO 200 and approval of Department Chair.

SO 496E-W. TOPICS IN SOCIOLOGY (3). Offers selected topics including sociology of medicine, community and urban studies. Regis College prerequisite(s): SO 200 or permission of instructor. School for Professional Studies prerequisite(s): None.

SO 498E-W. INTERNSHIP IN SOCIOLOGY (3). Provides an intensive work experience appropriate to the sociology discipline. Regis College prerequisites: SO 200 and approval of Department Chair and Director of Experiential

Education. School for Professional Studies prerequisite(s): None.

SO 499. MAJORS SEMINAR (3). Offers seminars on current topics in areas of sociology. Prerequisite(s): Majors only and senior standing.

SPANISH (SP)

NOTE: All 400-level Spanish courses are taught exclusively in Spanish.

SP 205A. SPANISH REVIEW (3). An intensive review of the first semester college Spanish for those students having high school experience with the language. Prerequisite(s): Placement by Department.

SP 205B. SPANISH REVIEW II (2). Provides an intensive review of college Spanish for students with a broader high school exposure. Prerequisite(s): Placement by Department.

SP 209A. ELEMENTARY SPANISH I (4). Provides a thorough grounding in essentials of grammar, oral drill, dictation, elementary and intermediate texts, conversation and written exercises. NOTE: Four recitations and a minimum of one hour a week in the language laboratory required.

SP 209B. ELEMENTARY SPANISH II (4). A continuation of SP 209A. Prerequisite(s): SP 209A or equivalent.

SP 217. HISTORY OF LATIN AMERICA TO 1810 (3). Studies the discovery, conquest and colonization of the New World by the Spanish and Portuguese Crowns. Emphasizes economic, political, and social institutions and legacies of the Colonial Period in contemporary Latin America.

SP 218. HISTORY OF LATIN AMERICA: 1810 TO PRESENT (3). Studies the Independence and Republican periods of Latin American civilization. Emphasizes contemporary political, economic and social issues in the Republics of Mexico, Peru, Brazil and Argentina.

SP 299E-W. MAINTAINING SPANISH (1). Provides an opportunity for conversation about current events and other topics selected by the instructor and students with short readings serving as the basis of conversation. Offers an opportunity for students of any year or academic interest to maintain their language skills in an informal setting. Prerequisite(s): SP 209B or equivalent. NOTE: Does not meet Regis College Core Studies requirement in Spanish.

SP 309A. INTERMEDIATE SPANISH I (3). Provides an intensive grammar review to develop accuracy and proficiency in the use of the language. Prerequisite(s): SP 209B or equivalent. NOTE: Three recitations and one hour of language laboratory per week required.

SP 309B. INTERMEDIATE SPANISH II (3). A continuation of SP 309A. Prerequisite(s): SP 309A or equivalent. NOTE: Three recitations and one hour of language laboratory per week required.

SP 403. SPANISH FOR HEALTH CARE PROVIDERS (3). Provides an interdisciplinary course emphasizing communication skills, acquisition of specialized vocabulary of the health care field, and important aspects of Hispanic culture. Prerequisite(s): One semester of Spanish or equivalent and junior standing. NOTE: Offered only in the School for Health Care Professions. Does not meet Regis College Core Studies requirements in Foreign Language.

SP 409A. ADVANCED SPANISH I (3). Studies oral and written Spanish emphasizing conversation and pronunciation, of Spanish civilization. NOTE: Three recitations and one hour of language laboratory per week required. Prerequisite(s): SP 309B or equivalent.

SP 409B. ADVANCED SPANISH II (3). A continuation of SP 409A. Prerequisite(s): SP 409A or equivalent. NOTE: Three recitations and one hour of language laboratory per week required.

SP 415. HISPANIC CIVILIZATION (3). Studies the development of Spain from prehistoric times to the present. Includes the art, literature and music of the Spanish culture.

SP 416. PRE-COLUMBIAN CIVILIZATION (3). Studies major pre-Columbian civilizations of Mesoamerican and South American regions, including the Mayas, Aztecs and Incas. Traces the general history of man in the Americas and the surviving descendants of major civilizations. NOTE: Taught in English.

SP 423. TRANSLATION / INTERPRETATION / COMPOSITION (3). Offers practice in advanced composition, translation and stylistic analysis in Spanish to develop grammar, vocabulary and analytic skills in a contemporary and realistic context. Prerequisite(s): SP 309B or equivalent.

SP 430A. SURVEY OF HISPANIC LITERATURE (3). Studies advanced composition centered on a survey of Hispanic literature. Prerequisite(s): SP 409B or equivalent.

SP 430B. SURVEY OF LATIN AMERICAN LITERATURE (3). Studies advanced composition centered on a survey of Latin American literature. Prerequisite(s): SP 409B or equivalent.

SP 431. THE GOLDEN AGE OF SPANISH LITERATURE (3). Studies representative authors of the 16th and 17th century, emphasizing Cervantes, Lope de Vega and Calderón de la Barca. Prerequisite(s): SP 409B or equivalent.

SP 432. 18TH AND 19TH CENTURY SPANISH LITERATURE (3). Surveys important literary movements in 18th and 19th century Spain, emphasizing the works of

Jovellanos, El Duque de Rivas, Espronceda, Zorrilla, Bécquer, Galdós and Pardo Bazán. Prerequisite(s): SP 409B or equivalent.

SP 434. CONTEMPORARY SPANISH LITERATURE (3). Studies representative authors of the early 20th century, beginning with the generation of 1898 and ending with 1945, emphasizing the works of Unamuno and García Lorca. Prerequisite(s): SP 409B or equivalent.

SP 435. LATIN AMERICAN LITERATURE AND SOCIETY (3). Provides a multi-disciplinary study of contemporary Latin American society represented in literature from the United States and Latin America emphasizing social, economic and political issues. NOTE: Taught in English.

SP 436. MASTERPIECES OF LATIN AMERICAN LITERATURE AND SOCIETY (3). Surveys Latin American literature from the time of the Discovery through the contemporary period. Includes works by Columbus, Cortés, missionary fathers, Sor Juana, Andrés Bello, modernist poets and contemporary novelists. Prerequisite(s): SP 309B or permission of instructor.

SP 441. 20TH CENTURY LATIN AMERICAN LITERATURE (3). Studies representative selections from the main currents of the 20th century Latin American literature major authors. Includes works by Modernist poets; short stories by Cortázar, Borges and García Márquez; essays by Octavio Paz; novels by Sábato, Cortázar, Vargas Llosa, Fuentes, García Márquez and Rulfo; and various theatre selections. Prerequisite(s): SP 409B or permission of instructor.

SP 490E-W. INDEPENDENT STUDY IN SPANISH (3). Offers an opportunity for independent exploration of topics of interest and Spanish and Latin American authors. Prerequisite(s): Approval of Department Chair.

SP 495E-W. HISPANIC STUDIES (3). Provides an intensive study of individual authors, works, periods or literary movements. Prerequisite(s): Spanish majors only.

SP 496. SENIOR PROJECT (3). Provides a capstone experience for senior Spanish majors. Requires extensive reading, writing and research in a Spanish topic and an oral comprehensive examination. Prerequisite(s): Senior standing.

SP 498E-W. INTERNSHIP IN SPANISH (3). Provides practical on-site experience in the use of Spanish and an opportunity to enhance reading, writing, speaking and listening skills. Prerequisite(s): Junior standing and approval of Department Chair and Director of Experiential Education.

SP 499. SENIOR SEMINAR (1). Based on courses previously taken and on a reading list students receive when accepted by the department as a language major. NOTE: Required of all Spanish majors.

WOMEN'S STUDIES (WS)

WS 300. INTRODUCTION TO WOMEN'S STUDIES (3). Presents an overview of the study of gender in society from an interdisciplinary perspective. Introduces a variety of theoretical frameworks for examining question of sexual difference in history, culture, and contemporary society. Examines central concepts and methods of Women's Studies and applies to such topics as family, religion, work, sexuality, and social change.

WS 401. WOMEN'S HEALTH ISSUES (3). Focuses on the maintenance and promotion of women's health across the full spectrum of women's lives. Topics explore physiological, Psychological, cultural, economic, sociological, and spiritual factors that influence women's health over the life span.

WS 410. WOMEN IN LITERATURE (3). Surveys women's literary achievement, or focuses on a particular historical period or cultural milieu, ethnographic perspective or social theme. Examines literary and critical works focusing on women's viewpoints in social, cultural, economic, and aesthetic contexts. Prerequisite(s): CCS 200 and EN 210 or equivalent or WS 300. Cross listing: EN 410.

WS 420. TOPICS IN GENDER AND HISTORY (3). Investigates the roles women have played in history and in different social contexts from ancient to modern times. Approach to topics may be comparative or specific to a certain geographical area. Prerequisite(s): WS 300 or permission of instructor or Junior standing. Cross listing: HS 420.

WS 423. GENDER POLITICS IN THE CLASSROOM (3). Reviews the literature that examines the historical theories and practices in education that may have ignored the concerns of women. Also examine the research that explores gender bias in curriculum and instruction from grade school to graduate school and into the workplace as well as the implications of this research for classroom, institutional, or policy change. Prerequisite(s): WS 300. Cross listing: ED 423.

WS 424. SEX ROLES (3). Provides a comparative analysis of gender roles and identities in the United States and other societies. Includes analysis of the ways gender is learned and integrated into all institutions of society, and of changes in gender role systems. Prerequisite(s): SO 200 or WS 300. Cross listing: SO 424.

WS 435. WOMEN IN ARTS (3). Through a broad study of works of women artists, this course examines the critical issues and the social, economic, and political conditions that have shaped the 20th century climate for women artists. The course includes a systematic study of some of the important subject-matter of art by women. Cross listing: FAA 435.

WS 440. WOMEN AND THE MEDIA (3). Focuses on women's attempts to alter their societal roles and the part played in the process by the mass media. Examines the media's effect on the sex-role stereotyping of women in society. Includes exploring the effect of the media on establishing societal values and analyzing mediated messages. Prerequisite(s): CA 280 or WS 300. Cross listing: CA 440.

WS 450. PSYCHOLOGY OF WOMEN (3). Introduces issues surrounding the psychology of women. The major domains of psychology used to address topics about women's behavioral and mental processes and how they are formed and altered by a woman's physical state, mental state, and external environment. Prerequisite(s): PY 250 or WS 300. Cross listing: PY 450.

WS 453. GENDER ISSUES IN ORGANIZATIONS (3). Provides in-depth exploration of women in large business organizations. Includes the changing roles of women, the stereotypes and other blocks to equal treatment women encounter and the impact on the organization itself from the entrance of large numbers of women with high level of skill and career expectation into the work force. Provides an extended case application of theories of organizational behavior and change. Prerequisite(s): WS 300 or permission of instructor. Cross listing: BA 453.

WS 460. WOMEN AND RELIGION (3). Explores the role of women in various religious traditions, feminine images of the divine, feminist approaches to spirituality, and contemporary models of religious expression and worship. Prerequisite(s): RS 200 or WS 300. Cross listing: RC 460.

WS 470. SELECTED FEMINIST THINKERS (3). Focuses on the striking emergence of feminist philosophy in the last half of the twentieth century. Studies the development of this movement, its impact on philosophy, and the changes it portends for future philosophizing. Emphasis may be on different approaches with feminist thinking (e.g., Anglo-American vs. French feminist writers) or on specific issues in feminist thought. Prerequisite(s): WS 300. Cross listing: PL 470.

WS 481. THE FAMILY (3). Provides a comparative analysis of marriage, families, and domestic groups, women, children, and other social institutions. Regis College prerequisite(s): SO 200 or WS 300. School for Professional Studies prerequisite(s): None. Cross listing: SO 481.

WS 490 E-W. SELECTED TOPICS IN FEMINIST THEORY (3). Discusses a variety of topics in feminist theory from eighteenth and nineteenth century writers such as Wollstonecraft and Mill to contemporary feminist thinkers. Among the possible topics to be considered are: Liberal reformism or radical transformation, the politics of difference, the challenges of postmodernism, feminism and women of color, etc. Prerequisite(s): WS 300.

ADMINISTRATION AND FACULTY

WOMEN'S STUDIES

The Women's Studies program is a multidisciplinary approach to the study of women and gender.

The program is designed to provide students with a broad understanding of the social, cultural, and historical contexts of women's lives. The program is interdisciplinary, drawing on the fields of history, sociology, psychology, and literature. The program is designed to be flexible, allowing students to tailor their studies to their interests and career goals. The program is designed to be challenging, providing students with a rigorous academic experience. The program is designed to be inclusive, welcoming students from all backgrounds and experiences.

The program is designed to be relevant, addressing the issues and concerns of women in the 21st century. The program is designed to be engaging, providing students with a variety of learning experiences. The program is designed to be supportive, providing students with the resources and assistance they need to succeed. The program is designed to be transformative, helping students to develop a deeper understanding of themselves and the world around them.

The program is designed to be accessible, providing students with a variety of learning experiences. The program is designed to be challenging, providing students with a rigorous academic experience. The program is designed to be inclusive, welcoming students from all backgrounds and experiences. The program is designed to be relevant, addressing the issues and concerns of women in the 21st century. The program is designed to be engaging, providing students with a variety of learning experiences. The program is designed to be supportive, providing students with the resources and assistance they need to succeed. The program is designed to be transformative, helping students to develop a deeper understanding of themselves and the world around them.

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REGIS UNIVERSITY FACULTY

REGIS COLLEGE

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HCA	Bachelor of Science in Health Care Administration
HIM	Health Information Management Program
MACL	Master of Arts in Community Leadership
MAE	Master of Arts in Education
MALS	Master of Arts in Liberal Arts
MBA	Master of Business Administration
MIM	Bachelor of Science in Medical Imaging Management
MNM	Master of Nonprofit Management
MSCIS	Master of Science in Computer Information Systems
MSM	Master of Science in Management
MSN	Master of Science in Nursing
PT	Master of Arts in Physical Therapy
RTL	Regis Televised Learning
SHCP	School for Health Care Professions
SPS	School for Professional Studies

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